





Uttarpara  
Acc No. ....



PAPERS



IN THE

# STATE AND PROGRESS OF EDUCATION

IN THE

North-Western Provinces,

FOR 1854-55.



Calcutta:

THOS. JONES, "CALCUTTA GAZETTE" OFFICE.

1856.



Chhatrapati Jaikrishna Public Library  
Accn. No. 28450 Date 18/07/01



No. 139.

FROM

C. BEADON, ESQUIRE,  
*Secy. to the Govt. of India,*

TO

W. MUIR, ESQUIRE,  
*Secy. to Govt., North-Western Provinces.*

*Dated the 26th January 1855.*

HOME DEPARTMENT.

SIR,

I AM now desired to communicate to you the following observations and orders of the Governor General in Council on the Despatch of the Hon'ble Court of Directors, No. 43, dated the 19th July last, on the subject of Education in India.

2. The Despatch itself contains so complete an exposition of the wishes and intentions of the Hon'ble Court,—it lays down so clearly the principles by which the Government of India is henceforth to be guided in regard to Education—and it indicates so plainly the general form of the system by which the instruction of the natives of this country is to be carried on—that it is quite unnecessary for the Governor General in Council to enter upon any general remarks on the subject. It remains for His Lordship only to consider the practical measures which should now be taken in execution of the instructions of the Hon'ble Court.

3. The Despatch divides its subject generally under three principal heads, and it is most convenient to follow that distribution.

These heads are—

1. Machinery for managing the Department.
2. Establishment of Universities.
3. Grants in Aid.

4. With regard to the first of these, it is to be observed that the Despatch treats the organization of the new machinery as a matter which should be dealt with immediately and independently of the other subjects. To save time the Court have authorized the Governments of Madras and Bombay to make provisional arrangements, which those Governments are to report to the Government of India for approval and

sanction, and the Despatch leaves it to the Governor General in Council to "take similar measures" for Bengal and Agra and for the Non-Regulation Provinces. The first practical step then to be taken is to give authority to the Governments of Bengal and the North-Western Provinces to appoint, severally, an Officer to superintend the Department of Education and a sufficient staff of Inspectors and Clerks.

5. Of the Superintending Officers, it is observed in the Despatch that it may perhaps be advisable that they, as well as some of the Inspectors, should, in the first instance, be members of the Civil Service, though not to be considered as necessarily so to the exclusion of more fit persons, European or Native. It is also suggested, that their remuneration should be such as publicly to recognize the importance of their duties. The Governor General in Council accordingly authorizes the Lieutenant-Governor of the North-Western Provinces to appoint a head of the Department for those Provinces, under the designation of "Director of Public Instruction," on a salary not exceeding Rupees 3,000 a month, according to the standing of the Officer selected, so as to allow of a gradual increase to the salary, if it be fixed in the first instance at a less sum than Rupees 3,000 a month, until it reach that limit, and thereby to retain, if desirable, the services of a competent Officer for a considerable time. His Lordship also authorizes the employment of not more than two Inspectors on salaries varying from Rupees 800 to Rupees 1,200 a month. The necessary establishment of Clerks and other Officers is left in the first instance to be fixed by the Lieutenant-Governor, subject to the approval of the Governor General in Council, to whom the scheme of establishment, when matured, will have to be submitted for sanction.

6. It is only necessary to add on this head, that upon the ability and energy of the Superintending Officer, and upon the vigilance and efficiency of the Inspectors, will depend in a great measure, not only the well doing of the Government Schools, but also of the Colleges and Schools to be affiliated to the University when founded, and the success or failure of the system of Grants in Aid.

7. The next practical step to be taken, in the order observed in the Despatch, relates to the Establishment of an University. Here however occurs something like an ambiguity in the Despatch, which requires to be cleared up.

8. The general impression which the whole tenor of the Despatch is calculated to leave on the mind on a first perusal is, that it is intended

to convey to the Government instructions upon particular and general measures and principles which the Government is, without further reference however, empowered and expected to carry into immediate effect. The Despatch sets out by a declaration that the Home authorities, after ample past experience and present advice and information, "are now in a position to decide upon the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general Education in India, and on the measures which should AT ONCE be adopted to that end." At a subsequent place, the Universities are alluded to as "a most important part of our present plan." The immediate appointment of Inspectors is insisted upon as necessary to the development of the new system, while an important part of the duties of the Inspectors is stated to be their periodically visiting the Institutions affiliated to the Universities. Again, the statement of "the general scheme of the measures which we propose to adopt" is made to include both the announcement of the plan of Universities and also that of Grants in Aid, about the latter of which there can be no doubt that the Court intend their *immediate* introduction, and the former, as well as the latter, and indeed the description of the whole body of measures for the encouragement and extension of Education, English and Vernacular, from the establishment of Universities down to the inspection of indigenous Vernacular Schools, is prefaced by the declaration that the Court are "*describing generally what we wish to SEE DONE*, leaving it to you, in communication with the several Local Governments, to modify particular measures, so far as may be required, in order to adapt them to the different parts of India."

9. Judging then from the expressions, as well as from the whole purport of the Despatch, it might have been supposed that the establishment of the Universities, like all the other measures suggested or directed in the document in question, was at once to be carried into effect by the Governor General in Council, the more especially as the University, in its examinations, its connection with and superintendence over affiliated institutions, its power of making Rules for the whole, subject to the approval of Government, and its function of giving degrees, seems to be almost essential to the vital energy of the new system, as laid down in the Despatch.

10. In this view it would have seemed necessary, in analogy to the course pursued on the establishment of the London University, that a

Bill should forthwith be introduced into the Legislative Council to incorporate and empower the University for its proper purposes, and also to name and appoint the Chancellor, Vice-Chancellor and Fellows, and provide for the filling of subsequent vacancies in their numbers; and this is the course which it would seem most reasonable and right to adopt were it not for the wording of para. 33 of the Court's Despatch, in which, in apparent opposition to the general purpose of the Despatch, the Hon'ble Court "desire that you take into consideration the institution of Universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure with a view to their incorporation by Acts of the Legislative Council of India."

11. The Governor General in Council was at first inclined to think that it was the wish of the Hon'ble Court that the Government of India should proceed to the establishment of the Universities simultaneously with the other changes which were authorized in the Despatch. The general tenor of that document, and casual expressions contained in other letters from the Hon'ble Court, still seem to His Lordship to favor that interpretation. It is the one which the wishes of the Governor General in Council would incline him to adopt, and he is most reluctant to surrender it. But the language of the 33rd paragraph is so explicit and precise, it so distinctly requires the Government of India to report to the Hon'ble Court, with reference to the proposed Universities, "upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India," and it differs so markedly from the form of expression employed in para. 20, that there is no escape from the necessity for reporting to the Hon'ble Court the recommendations that may be made respecting the proposed Universities before proceeding to give effect to them.

12. The Governor General in Council regrets this delay, but it will probably not defer the institution of the Universities in the three Presidency Towns more than a few months. In the meantime it appears to His Lordship in Council, that the Members of the Council of Education, relieved from their present duties, together with the other gentlemen whom it is proposed to associate with them in the future Senate, may be requested to apply themselves to the consideration of the Rules and Regulations which will be required for the governance of the Universities hereafter. Instructions will accordingly be issued to those gentlemen

from this Office, and the Governor General in Council hopes, that by the adoption of this course hardly any time will practically be lost.

13. The next branch of the Despatch relates to Grants in Aid. Upon this head there is not room for much remark beyond what is contained in the Despatch itself. It is stated in the Despatch that Rules are to be framed for the administration of the Grants, and the Governor General in Council desires to leave the framing of these Rules in each Presidency to the Local Government, the Rules when framed being submitted for the approval of the Government of India.

14. It is stated in the Despatch (1) that Grants are to be based on entire non-interference as to the religious instruction conveyed in the Schools assisted; (2) that they are to be given, so far as the requirements of Districts and the funds at disposal permit, to all Schools which give a good secular education and are under permanent local management; (3) that they are to be given to no Schools which do not require from their pupils a fee for tuition, except Normal Schools; and that they are to be given for specific objects in preference to simple pecuniary Grants for general expenses. The specific objects are stated to be augmentation of salaries of Head Teachers, supply of Junior Teachers, foundation or part foundation of Scholarships, erecting or partly erecting or repairing a School-house, and provision of books. The amount and continuance of assistance are to depend on Reports of Government Inspectors. To these conditions, it may be added, that the Grant should in no case exceed in amount the sum expended on the School by private persons or bodies; and that they should be carefully so given as that the effect shall not be in any case the substitution of public for private expenditure, but the increase and improvement of Education.

15. The Governor General in Council is entirely of opinion that these Rules should be so framed as that the Local Government shall not be fettered by the necessity for referring every individual proposal for a Grant in Aid to the Supreme Government. It will be much better in every way that certain Rules having been prepared by the Local Government regarding Grants in Aid, and having received the confirmation of the Governor General in Council, the Local Government should be left entirely free in the distribution of the Grants.

16. His Lordship in Council also thinks, that in like manner the aggregate annual amount of the Grants having been fixed, the details

of the expenditure should be left entirely in the hands of the Local Government.<sup>k</sup> It is difficult to say what the aggregate amount to be placed at the disposal of the Local Governments should be, until some enquiry has been made and some experience gained. In the mean time the Rules may be framed in the first instance, so as to provide for an expenditure upon Grants in Aid equal to 5 per cent. upon the annual Educational expenditure, and the Local Government may also have authority to substitute expenditure to a given amount by a Grant in Aid for a similar amount of direct Government expenditure.

17. The other parts of the Despatch relate entirely to matters which may be disposed of by the Lieutenant-Governor. Such for instance are the modifications proposed in the system of Scholarships, the establishment of Normal Schools, the preparation of Vernacular school-books, and the bestowal of public patronage on educated persons.

18. The Governor General in Council will expect to receive from the Hon'ble the Lieutenant-Governor an Annual Report on the state and progress of Education of all kinds within the limits of his Lieutenant-Governorship, commencing with the official year ending the 30th April next, and His Lordship in Council hopes that these Reports will be furnished as soon as possible after the close of the period to which they refer.

I have the honor to be, &c.,

(Signed) C. BEADON,

*Secy. to the Govt. of India.*

Fort William, }  
The 26th January 1855. }

No. 2232 A. OF 1855.

FROM

WILLIAM MUIR, ESQUIRE,

*Secy. to Govt., North-Western Provinces,*

To

CECIL BEADON, ESQUIRE,

*Secy. to the Govt. of India, Home Department,**Fort William.**Dated Head Quarters, Nynce Tal,  
The 31st October 1855.*

GENERAL DEPARTMENT.

SIR,

WITH reference to the concluding paragraph of your letter, No. 139, of the 26th January last, calling for an Annual Report on the state and prospects of Education in these Provinces, I am directed to forward a copy of a letter\* and Report by Mr. H. S. Reid, the Director of Public Instruction under this Government, with the following remarks on the part of the Lieutenant-Governor.

2. The first frame-work of a wide and efficient scheme of National Education, rising from the ordinary village or rural Schools, to the very useful Tuhseelee Schools, (the nature and scope of the instruction given at which are described in paras. 40 to 42 of Mr. Reid's Report.)

† The Schools at Ajmeer and Sagar are Government Institutions. The former shows much advancement, and means have been taken during this year for the improvement of the latter.

*There are the following Missionary Institutions.*

At Benares, .... Joynaram's College (an advanced education is given here)

*London Mission Schools.*

|                  |                               |
|------------------|-------------------------------|
| At Goruckpoor, . | } An Anglo-Vernacular School. |
| „ Azim Gurb, .   |                               |
| „ Jounpoor, . .  |                               |
| „ Muzapoor . .   |                               |
| „ Jubbulpoor, .  |                               |
| „ Allahabad, . . | } Branch Vernacular Schools.  |
| „ Banda, ....    |                               |
| „ Futtehpoor, .  |                               |
| „ Cawnpoor, . .  |                               |

A Vernacular School.  
Vernacular Schools (There is here a Government Free School in the Cantonment attended by many native scholars)

*(Continued.)*

then to the Anglo-Vernacular or Vernacular Zillah Schools, held at the Sudder Stations of Districts, and managed for the most part by different Missionary bodies, and ultimately to the Government Anglo-Vernacular Colleges, may be said to have been satisfactorily devised, and in some considerable degree established. There is yet much imperfection in the scheme, and



*London Mission Schools.*

|                   |  |
|-------------------|--|
| At Furruckabad.   | An Anglo-Vernacular School.                              |
| „ Mynpooree, .    | Ditto and a Vernacular School.                           |
| „ Agra, . . . . . | Church Missionary College (giving<br>advanced education) |

*Vernacular Branch Schools.*

|                    |  |
|--------------------|--|
| At Shajehanpoor,   | A Vernacular School.                         |
| „ Almorah, . .     | „  |
| „ Meerut, . . . .  | An Anglo-Vernacular ditto.                   |
| „ Seharunpoor,     |  |
| „ Dehra, . . . . . |  |
| „ Dehlee, . . . .  | A Missionary College (projected).            |
|                    | City Vernacular and Anglo-Vernacular School. |

the agency for giving effect to it is both very partially trained and inadequate in amount. But it rests, the Lieutenant-Governor thinks, upon sound principles, and may be justly described as an excellent promise. It demands only an active support and superintendence from the

Government and persevering and consistent effort to ensure its rapidly progressive success.

3. The Elementary Schools, under the direct control of the Education Department, are readily and largely attended. Mr. Reid mentions (para 23) that, in eight Districts into which Hulkabundee Village Schools have being wholly or in part introduced, there are 758 such Schools with 16,327 Scholars. In para 36 he states that in sixty-two Tuhseelee Schools, in the eight Districts in which the scheme of Vernacular instruction was first experimentally adopted, there were 4,688 scholars at the close of the past official year, the number having doubled since the commencement of the scheme in 1850-51. These scholars were of all classes, there being as many as 701 Mahomedans, and among the Hindoos 1,369 Brahmins. The Table and remarks in paras. 49 to 52 show that there has been a considerable increase in the number of students in the Government Anglo-Vernacular Institutions in 1854 as compared with the previous year, and that “the number of Mahomedan scholars is larger than it has ever been.” The increase of students in the English classes has been especially remarkable.

4. The following extract from Mr. Reid's 78th para may be prominently cited. It refers to the Saugur Government School:—“The fact of a Chumar heading the 2nd Persian class with 282 marks out of 300, the second boy being a Rajpoot, the four next Brahmins, the seventh a Kaet, and the eighth a Mussulman, is deserving of note. The admission of the Chumar into the School had been violently opposed. Some Brahmins left in consequence, but the Committee remained firm, while the judicious treatment of the delicate question quieted the objecting parties. A similar case occurred a few months ago at the Budaon School, when the quiet determination of the authorities gained the day”

5. It has been a gratifying result of the general good understanding which subsists between the public Officers and the people, and of the able and judicious measures and personal free and frequent communications of Mr. Reid and his establishments, that the proceedings of the Government for the diffusion of Education have ceased to be obstructed by any feelings of mistrust. Vague apprehensions and rumours existed for a time among the more ignorant on the commencement of Mr. Reid's operations, but they were removed by a very brief experience of his conduct and plans; and the value of the aid and instruction afforded through the means of his well-selected staff of Officers was rapidly felt. The character of the teaching has been directly practical and useful. The rudiments of sound information in science and fact; and on matters of daily concern in the business of life, have become familiar to many minds. Undoubtedly, some spirit of liberal interest and inquiry has been excited. Although there has been a double course of instruction and publication in Hindee and in Oordoo, it has been a fortunate circumstance that a common medium of thought like the Oordoo, the use of which is universal among all in Upper India who have any tincture of Education, should have, in great part, brought together the various classes of the community in the competition and sympathy of scholars trained and united in one course of instruction. Hindoos of different castes, and Mahomedans, take part in the same Schools, employing the same books, as learners or teachers, indiscriminately and without jealousy.

6. When the system of Hulkabundee Schools, incorporated with the fixed administrative institutions of the country, on the plan which has been recently fully explained to the Supreme Government, shall have been introduced into all Districts, a permanent good will have been done towards providing the basis of a really comprehensive and effective plan of popular Education, the importance of which can scarcely be over-estimated.

7. The publication of an enlarged series of School,\* and generally instructive, books has been an object of special attention. The preparation of works of this class, which shall be sound generally intelligible and acceptable, is a matter, it need not be said, of considerable difficulty. Previous attempts at the issue of a series of useful translations have

---

\* See on this point paras. 144 to 148 of Mr. Reid's present Report.

not been always\* suitable or successful. Under Mr. Reid's experienced and competent supervision, and by confining the endeavor at first chiefly to a simple and popular style of composition, a satisfactory advance may, it is hoped, be gradually made. A copy of instructions issued by the Lieutenant-Governor on the 9th February 1854, stating his general views and suggestions on this subject, is appended to the present Despatch. The services of the Inspectors in the Department of Public Instruction will be employed in the compilation of the proposed works. Lieutenant Fuller will prepare an outline of the history and progress of geographical discoveries, and Mr. Tregear a sketch of the progress of useful inventions. The most difficult work which is under translation is Abercrombie's "Treatise on the Moral Feelings." A Monthly Magazine was also established last year, under the general superintendence of Mr. Reid, in which articles of miscellaneous information and interest are united with notices on current administrative and legal subjects. Approved class-books of selections from Persian authors, with translations in Oordoo, have further been prepared for use in the Vernacular Schools.

8. Two measures may be here referred to as likely to be useful auxiliaries in the spread of general instruction and knowledge. By a resolution lately issued, a preference, under ordinary circumstances, has been declared in favor of candidates able to read and write, as regards all kinds of employment throughout the Provinces. This order had been before in force only in the Districts in which Mr. Reid's experimental measures had been first tried. By a Resolution of the 16th March last, of which a printed copy is among the enclosures, the control of the book-selling agencies at all the Sudder Stations of Districts is placed under the Director of Public Instruction. Paras. 169 and 170 of Mr. Reid's Report, relate to this point. It is there stated that "the number of books annually disposed of will ere long be not less than 2,00,000."

9. The primary inducement to resort to the Government Schools and Institutions of all classes is no doubt to be fitted to gain a livelihood in public or in private service, or to acquire a knowledge that will be useful in the common occupations of life. Mr. Reid says, para. 147,

---

\* See Reports on the publication of the Dehlee Translation Society, in No. XX. of the "Selections from the Records of Government, North-Western Provinces."

of the sale of Vernacular books:—" Treatises on arithmetic are most readily bought up." At every Zillah Station, the Lieutenant-Governor has found that means of instruction in English would be eagerly taken advantage of, from the supposition plainly that it would be a powerful aid in procuring employment. In para. 60, Mr. Reid remarks, that of eighty two boys who obtained situations from the Government Anglo-Vernacular Institutions during the year 1854, " four draw 100 Rupees per mensem, two 70 Rupees, three 60 Rupees, eleven 50 Rupees, one 45 Rupees, six 40 Rupees, one 35 and one 33 Rupees, eleven 30 Rupees, four 25 Rupees, eleven 20, and twenty-seven under Rupees 20 per mensem." A larger and more beneficial career is evidently, though not so quickly as in Bengal, opening before College students. Several of these, educated in earlier years, have risen, indeed, to high station and influence in independent Native territories. Within our Provinces, selections are called for for the new office of Court Translator, which leads naturally to legal study and promotion. An educated young man, who was a translator in the Office of the Revenue Board, has recently been appointed by the Magistrate and Collector of Etawah, Mr. Christian, to be a Tuhseeldar in that District. Pains have been taken, under orders given by the Lieutenant-Governor, to afford facilities, and to insist more strongly, an attention being given to such points, for instruction in the practically essential acquirements of penmanship, plan-drawing, and a conversancy with ordinary terms and forms. A plan also has been organized for bringing qualified young students, who have mastered the elements of official practice, to the knowledge of the heads of Offices. The effect of all these inducements is seen in the fact which has been before noticed, of the increasing resort to the English classes. It is to be remembered that the sons of men of rank and wealth are not sent to the Government Colleges. Mr. Reid observes of Dehlee, in para. 52, that " the Mahomedan residents are not ordinarily of the class who send their children to our Schools. The men of good family, though impoverished fortunes, consider it more consistent with their dignity to entertain private tutors."

10. The great want, which cannot be for some time supplied, in the organization of the second or Tuhseefee class of Schools, is that of Masters, such as have been justly mentioned to be very desirable in the general Educational Despatch of the Hon'ble Court, who are acquainted both with the English and Vernacular languages. Mr. Reid has been

compelled as yet to employ the most competent description of Teachers whom he could find, and the plan of Vernacular instruction in the Government Colleges has hitherto been unsystematic and incomplete. Much care has, however, been given to remedy this latter defect, and the subject of an adequate provision of Anglo-Vernacular Masters for the ordinary Schools will be fully kept in view.

'11. The observations in paras. 31 to 33 of Mr. Reid's Report on the establishment of Schools in towns having above 5,000 inhabitants, which are not Tuhseelee Stations, are interesting and pertinent. This point will be submitted hereafter for separate orders.

12. Proceeding to the higher or collegiate institutions, in which the main object has been to give instruction in the English language and literature, the fundamental defect which has been found by the Lieutenant-Governor has been in the exact knowledge of the grammar and idiom of the language, and in its free and correct use, whether in conversation or in writing, together with the practice of intelligent and appropriate translation to or from the Vernaculars. Marked and repeated stress has been laid by him upon improvement in these points, in all the orders which have been issued under his directions to the Principals of the Colleges. Mr. Reid has made a suggestion, of which the Lieutenant-Governor has entirely approved, that in the junior classes, elementary instruction

*Para. 89.* This brief review of the Junior English Department of the several Government Institutions must suggest the necessity for some reform. The universal use in the lowest classes of Anglo-Vernacular primers and elementary grammars would be of infinite assistance to the Teachers as allowing the student the opportunity of home study. The restriction again of English study to English composition and grammar, subjects of general and useful information being read in the language most familiar to the pupil (i. e. Hindee or Oorloo,) would materially lighten the Master's labours, and vastly facilitate progress. The habit of conversation in English and its more general use would remove the difficulty which the native must feel in expressing himself in a strange language with which he is acquainted only as he sees it in books. Frequent translations from English into the Vernacular, and from the Vernacular into English, will give him readiness and accuracy of expression, a large stock of words, a critical knowledge of both languages, and a more complete insight into their genius and style. The adoption of a general curriculum of study in the junior classes will enable Government to procure from England a large and constant supply of the best class-books.

in arithmetic, geography, history, or other points of primary information, shall be given in the Vernaculars, and that the English language shall be taught closely and critically in the same manner as the classical languages are taught at home. Para. 89 of Mr. Reid's Report may be here cited in the margin, as containing a summary of the course of teaching which is proposed to be followed for the future in the training of the

younger pupils in the Government Colleges.

13. Mr. Reid's remarks in paras. 93 to 96, on the present inadequate pay and prospects of the Junior Teachers in the Anglo-Vernacular Colleges and Schools, are forcible and just. He will be instructed to bring forward, for the orders of the Supreme Government, revised proposals on the subject, in conformity with the approved principle that promotion should not be regulated by a scale of length of service, but according to gradations of salary to be held out as the reward of superior merit.

14. The plan of Pupil Teachers may, it is hoped, be made very useful in the provision of a better class of Junior Masters. A partial proposal on this point has been recently submitted for sanction to the Government of India.

15. The Educational Staff of the Colleges has, within the last twelve or eighteen months, received highly efficient\* accessions through the appointment of Mr. Griffiths to the Benares, and of Dr. Anderson and Mr. Cann to the Agra College. These gentlemen were selected by the Hon'ble Court in England. Authority has lately been solicited by the Lieutenant-Governor for the employment of Dr. Anderson as Professor of Moral and Mental Philosophy in the three Colleges of Agra, Dehlee and Benares, a course of lectures being delivered at each during the year, while this branch of instruction at Benares is to be specially entrusted to the learned Principal, Doctor Ballantyne.

16. No normal classes have yet been established in the Anglo-Vernacular Institutions, excepting at Benares† and at Ajmeer. At Benares the class will be closely connected with a training class of translators into Hindee, to the improvement of which language the Sanscrit studies of the place are desired to be made directly subservient.

17. The comprehensive and most valuable labours of Doctor Ballantyne, the Principal of the Benares College, in the preparation of a series of works embracing a large range of science and philosophy, for the instruction of his Pundit Students, many of them trained in a knowledge of English as well as of Sanscrit, have received the heartiest appreciation and encouragement from the Lieutenant-Governor. A revised and improved edition of this series is now in the press.

18. At Agra a course of lectures on Experimental Philosophy, repeated and explained in Oordoo by an intelligent Assistant, is a

\* See paras. 111 and 112 of Mr. Reid's Report.

† See para. 121 of Mr. Reid's Report.

valuable part of the plan of instruction. These lectures are delivered by the intelligent Principal, Mr. Middleton, who has published a useful syllabus of them for the guidance of the students. A museum, on a moderate scale, of Natural History and Science, has been collected at Agra, and a similar one is in course of formation at Benares.

19. A Normal School for 100 Vernacular Teachers has been established at Agra; details regarding it are stated in paras. 116 to 120 of Mr. Reid's Report. The operation of this first experimental institution will be carefully watched. A similar Training School will hereafter be required at the head-quarters of each administration Division.

20. It is proper in this place to refer to the important Collegiate Missionary Institutions at Benares and at Agra. They are presided over by gentlemen of high acquirements and character, and their friendly and liberal competition with the Government Colleges at those Stations will incite both to a greater degree of effort and improvement.

21. Rules for Grants in Aid have been published, as prescribed by the Supreme Government. Their effect will be stated in the Report for the current official year. A modification of part of their provisions may probably be shown by experience to be necessary.

22. The views of the Lieutenant-Governor on the subject of the Rules for Universities in India have been fully stated in a letter of the 22nd ultimo to the Secretary of the Committee appointed at the Presidency for the purpose of framing the scheme for an University.

23. The final orders of the Supreme Government are shortly expected on the recommendations which have been laid before it on the question of the number and salaries of the Inspectors required for the wants of these Provinces. On the receipt of those orders, the full number of necessary appointments will at once be made. For the present, the control of the superior Colleges has been reserved directly to the Director of Public Instruction. The Inspectors will have the immediate charge of the direction or the examination of all Zillah, Tuhseelee, and Village or Hulkabundee Schools.

24. Proposals for the appointment of a complete staff of Zillah and Pergunnah Visitors of Schools for all parts of the Provinces, excepting the Districts of the Saugor Division and the outlying territories of Ajmeer and Neemuch, have been forwarded for sanction. The establishment has been already organized and completed in sixteen Districts.

25. The important question of Scholarships is referred to in paras. 109 and 110 of Mr. Reid's letter, and a special Report, promised regarding it. In the opinion of the Lieutenant-Governor, although the principle of granting Scholarships only for approved and high merit should be strictly enforced, it will be a serious error to substitute for the present scale a generally reduced rate in the number and pay of these needful inducements to continued study and advanced proficiency. Well educated men are wanted for all kinds of general administrative duty, as well as for special departments, and, as has been before noticed, those who attend the Government Colleges are certainly not children of the wealthy classes. The profitable employments, which are readily open to young applicants who have acquired only an ordinary knowledge of English, have been above referred to in para. 9 of this letter.

26. It may be important to mention that a recommendation by Mr. Reid, founded on the excellent plan established in the Government College at Poona, for requiring that at least some of the higher Scholarships in each College in these Provinces shall be held specially as Translation Scholarships, and that a constant and satisfactory use and proficiency in the preparation of translations shall be a condition of the tenure of such Scholarships, has been fully approved by the Lieutenant-Governor.

27. It will be here proper to state that some liberal contributions have been made, in testimony of their interest in the Ajmeer School, by the Rajahs of Jeypoor and of Joudhpoor. These have been employed to found a few Scholarships in English, Hindee, and Sanscrit, and to the supply of philosophical apparatus for the institution.

28. In paras. 122 to 141 Mr. Reid treats of the valuable Thomason Engineering College at Roorkee; several of its Departments have proved very efficient. The supply of the subordinate class of Assistant Surveyors, which is trained in its Third Department, has been abundant and creditable. The failure has been in its First Department, in providing the class of superior Native Sub-Assistant Civil Engineers, from which much had been expected. The causes of this failure, and the means of remedying it, have engaged earnest attention. The whole subject was considered and reported upon by a Committee assembled at Agra in March last, and proposals, founded on that Report, were sent for the opinion of the Lieutenant-Governor of Bengal, and of the Chief Commissioner in the Punjab, on the 30th June. The replies of these



authorities are awaited. On their receipt, the suggestions of the Lieutenant-Governor will be matured and submitted for consideration.

29. A Professorship of Geology has been founded at Roorkee, and the first steps taken towards the formation of an adequate Geological Museum. It is in contemplation to bring together, under the direction of the Professor, Mr. Medlicott, and to arrange in condensed and classified Reports, the information existing on the Government records, or which may be received from time to time on all subjects relating to the mineral resources of these Provinces.

30. Plans for a course of instruction in Law in the Government Colleges are as yet only under preparation.

31. Elementary lectures in Medicine and Anatomy have been commenced during this year at the Thomason College at Agra. The extension of this plan of instruction, so as to train the Native Doctors required for the North-Western Provinces and the Punjab, at Agra, instead of Calcutta, is an object which the Lieutenant-Governor desires much to forward.

32. The Agra High School is an useful and well-conducted private Institution, at which education is given to boys of Christian parentage. There is also a good school for Christian girls at Agra, and there are efficient Schools both for boys and girls of the same class at Mussooree. The Roman Catholic College at Agra, and the Schools for the general education of boys, with the Convents at which Female Education is given, there, at Mussooree, and at Sirdhanah, in the Meerut District, deserve likewise creditable mention.

33. There are Schools of an elementary kind for native female children in connection with all the Missionary Institutions; otherwise, Native Female Education of any improving character can scarcely be said to exist in these Provinces. A case was brought to notice of a female Mahomedan Teacher, who earned her subsistence at Agra by teaching the young girls in respectable families to read the Arabic character and to read and write Persian. The Lieutenant-Governor marked his sense of her good character and example by directing a small honorary present to be made to her, but an endeavour by Mr. Reid to employ her in conducting a female school under Government sanction did not succeed.

34. The Lieutenant-Governor trusts that this general Report will sufficiently supply the information which has been desired by the

Supreme Government in calling for an annual statement of the condition and progress of Education in each Division of the Bengal Presidency. Should fuller details be required on any point, they will immediately be furnished; on receiving instructions for that purpose.

I have the honor to be,

Sir,

Your most obedient Servant,

W. MUIR,

*Secy. to Govt., North-Western Provinces.*

*Head Quarters, Nynee Tal,*  
*The 31st October 1855.*

---

(COPIES)

No. 1214 OF 1855-56.

FROM

H. STEWART REID, ESQUIRE,  
*Director of Public Instruction,*  
*North-Western Provinces,*

TO

WILLIAM MUIR, ESQUIRE,  
*Secy. to Govt., North-Western Provinces.*

*Dated Head Quarters, Nynee Tal,*  
*The 3rd October 1855*

SIR,

I HAVE the honor to submit a General Report on Public Instruction in the Agra Presidency for the year 1854-55.

2. I have endeavored to show, as concisely as the wide range of the subject will permit, the present condition and future prospects of Education in these Provinces, from personal observation, and the Reports of Local Committees of Public Instruction.

3. Owing to the want of connection between Missionary Schools and the Government, I have been unable to do more than review the condition of the Educational Institutions maintained by the State, and to notice briefly the Schools supported by the people.

4. With the view of placing on record a document, which shall enable the Government to form an opinion hereafter of the progress effected in their Colleges and larger Schools, and of carrying on the series

of General Reports, I hope to submit in a few days a more detailed review of those institutions.

I have the honor to be, &c.,

(Signed) H. STEWART REED,

*Dir. of Pub. Instn., North-Western Provinces.*

*Office of Dir. of Pub. Instn., N. W. P. ; }  
Head Quarters, Nymee Tal, }  
The 3rd October 1855. }*

## REPORT ON PUBLIC INSTRUCTION IN THE AGRA PRESIDENCY FOR THE YEARS 1854-55.

1. IN 1845 the Government of Agra called for statistical information regarding the indigenous Schools in all the Districts in the North-Western Provinces. The returns, compiled in a certain prescribed form, were furnished by the District Officers, principally in the years 1846-47 and 1847-48. An abstract of the statements, and information then supplied, was prepared by Mr. R. Thornton, and published as a "Memoir on the Statistics of Indigenous Education within the North-Western Provinces of the Bengal Presidency."

2. The number of indigenous Schools and scholars in the Regulation Districts, *viz.*, in the Divisions noted in the margin, amounted to 7,966 and 70,826, and in the Non-Regulation Provinces to 83 and 948.

3. The population of the Regulation Districts was calculated at 23,000,000, of whom 1,900,000 were assumed to be male children fit for instruction. Of this number, 70,826, or 3.7 per cent., were returned as being under instruction. In the Non-Regulation Provinces the statements, which were evidently very defective, exhibited 948 scholars only in a population of 2,079,800.

4. From the above returns, the students of English Schools, and also of those maintained by Missionary bodies, were excluded.

5. In the commencement of 1850, a Visitor General of Schools was appointed, with an adequate subordinate agency, consisting of one Zillah Visitor and three Pergunnah Visitors for each of the eight selected

Agra, Allypore, Bareilly, Etawah, Furruckabad, Mynpoory, Muttra, Shahjehanpore.

Districts noted in the margin, in which, every Tuhseeldaree, a Hindee or a Hindee-Oordoo School was located.

6. The eight selected Districts contained, according to Mr. R. Thornton's statistical memoir, 2,014 Schools, with 16,520 scholars, exclusive of boys attending Government Colleges and Missionary Schools, the number of whom may have amounted to between 12 or 1,500.

7. By the scheme which the Visitor General was commissioned to work out, direct instruction was afforded by Government to the population resident in, and in the vicinity of, those towns and villages in which the Tehseelee Schools were located. The indigenous Schools were visited and encouraged, and books treating on the more common subjects of general education and useful information were brought within the reach of the people. The number of Schools and scholars have risen to 3,770 and 49,037, including those reading in the Government and Missionary Colleges and Schools.

8. In Delhi and Seharunpore operations of a similar nature have been attempted with considerable success. The Educational Establishment at Delhi was placed under the Collector, while the Principal of the Thomason Civil Engineering College at Roorkee was entrusted with the supervision of the Seharunpore Schools.

9. In the remaining Districts of the North-Western Provinces little has been done. The scheme being experimental, and carried on with the limited grant of Rupees 50,000 per annum, was strictly confined to the zillahs above noted.

10. The Hon'ble the Court of Directors, in the Despatch of July 1854, have signified their approval of the scheme, and their satisfaction with its results, and have sanctioned its gradual extension throughout the British possessions in India. The Educational Reports for future years, I trust, may show ere long that the results attained in the Districts, selected as the field of experimental labour, are surpassed in other parts of the country, into which a larger and more comprehensive plan of operations has been introduced.

11. The North-Western Provinces contain a population of thirty-five millions, dispersed over a tract of 100,000 square miles. The Regulation Provinces, for which very complete statistical information is available, comprise an area of 72,054 square miles, with a population of 30,271,885, of whom nearly 3½ millions are residents in towns containing 5,000 inhabitants and upwards. The remaining twenty-seven and a quarter millions form the rural population.

12. To ensure a complete and organized system of School instruction, it is necessary to afford the means of education, duly graduated

and carefully adapted, to the several and differing classes of the native community.

13. Among the agricultural population of the eight experimental Districts, the establishment of Circuit (*Hulkabundee*) Schools has proved eminently successful. They have been described in former Reports, and will receive further notice in a future paragraph. For the residents in towns, Schools, formed in the model of Tehseelee Schools, must be provided, but partaking more of a self-supporting character; the State merely aiding and not bearing the whole burden of the expenditure.

14. A Zillah School should be opened at the Sudder Station of each District, in which the means of efficient instruction in English, and a higher order of education than that which Village and Boreugh Schools can afford, should be provided. Such institutions already exist, supported chiefly by Missionaries, to whom, indeed, liberally assisted by Government Grants, they might best be entrusted. They will be fed partially from the Tehseelee Schools, and will send up their most intelligent and proficient students to the Government Colleges, which would then be placed on a more appropriate footing and be invested with more of a collegiate character.

15. No system of popular education can be complete without providing for the establishment of

1. Primary or Common Schools.
2. Grammar Schools.
3. Colleges.
4. Normal Schools.

16. Under the first heading, there must again be a sub-division into (1) Village and (2) Town Schools.

17. There are already upwards of 3,000 Schools supported entirely by the people. The Teachers are independent of Government assistance, being in many instances private tutors. They are as a body incompetent. The Persian Teacher can do nothing beyond taking his pupils through the ordinary course of Persian class-books. Others read the text of the Koran, without attempting to explain the meaning. The Sanskrit Pundit is very seldom acquainted with Sanskrit Grammar and Literature; books on Astrology are those commonly read in the Sanskrit *pātshāla*. In the Hindée School formerly a book was seldom seen. The Teacher himself could hardly read and the scholars (scarcely deserving of the name) were contented with learning to write, to repeat the

multiplication table, and to work out sums in the four simple Rules of Arithmetic.

18. In the towns, the Mussulmans and Kayusths entertained Persian tutors, while the Shroffs and Bunyas sent their children to Schools in which the Mahajani or Kayusthee character was taught with the elements of arithmetic.

19. Among the rural population the wealthier Zemindars provided for their children means of instruction in Persian, while in the common Schools the multiplication table and land measure formed the ordinary course of study.

20. Detailed and careful enquiry has brought to light the complete

"3. The people of Hindoostan are essentially an agricultural people. Any thing which concerns their land, immediately rivets their attention and excites their interest

"4. During the late settlement a measurement has been made, and a map drawn of every field in these Provinces, and a record formed of every right attaching to the field. The Putwaree's papers, based on this settlement, constitute an annual registry of these rights, and are regularly filed in the Collector's Offices. They are compiled on an uniform system, and are the acknowledged ground-work of all judicial orders regarding rights in land

"5 It is important for his own protection, that every one possessing an interest in the land, should be so far acquainted with the principles on which these papers are compiled as to be able to satisfy himself that the entries affecting himself are correct

"6. There is thus a direct and powerful inducement to the mind of almost every individual to acquire so much of reading, writing, arithmetic and mensuration, as may suffice for the protection of his rights. Until this knowledge be universal, it is vain to hope that any great degree of accuracy can be attained in the preparation of the papers.

"7. When the mind of the whole people has thus been raised to a sense of the importance of knowledge, it is natural to suppose that many from the mass will advance further and cultivate literature for the higher rewards it offers, or even for the pleasure which its acquisition occasions

inefficiency of the popular Schools to provide instruction in the branches of general and useful knowledge. Our efforts have been directed towards their improvement, with indifferent success in towns, where the motives which might induce both the tutor, and his patron to listen to our advice, and which the Hon'ble the late Lieutenant-Governor so forcibly and con-

stantly brought forward, both in his communications to the Court of Directors and in his instructions to District Officers, are wanting. I quote marginally an extract from Circular No. 12 issued in 1845.

21. The Persian Teacher is unwilling to adopt our books, being, to start with, entirely ignorant of arithmetic, geometry, history, geography, &c. He cannot afford to throw up his situation to read at a Training School. The acquirements of Sanskrit pundits are hardly more extensive. The Hindee Teacher knows, that the Bunyas, who send their children to his School, only care to have them made ready calculators, and to be taught to write and read so as to be able to note down and make out their accounts.

22. In Village Schools the case has been widely different. The solitary Teacher can be more readily convinced of his own inefficiency than he who finds himself in the same category with many others. The Zemindar can be persuaded to discard Kayusthee, when the village records and accounts are written in Nagree. This position is fully proved by the gradual displacement of Kayusthee by Nagree Schools. It is no difficult matter to show him of what advantage it is that his son shall learn the elements of arithmetic and mensuration. He can appreciate the value of a Hindec treatise, explanatory of the law of summary suits, distraint, sale of estates, &c.

|               | Kayusthee. | Nagree. |
|---------------|------------|---------|
| 1851-52, .... | 508        | 471     |
| 1852-53, .... | 445        | 530     |
| 1853-54, .... | 385        | 729     |
| 1854-55, .... | 294        | 934     |

23. The influences which can thus be brought to bear on the

| NAMES OF DISTRICTS.                 | No. of<br>Schools. | No. of<br>Scholars. |
|-------------------------------------|--------------------|---------------------|
| Agra, .....                         | 115                | 1840                |
| Allygurh, .....                     | 21                 | 241                 |
| Bareilly, .....                     | 77                 | 1628                |
| Etawah, .....                       | 47                 | 939                 |
| Furrockabad, .....                  | 42                 | 882                 |
| Mynpoory, (including<br>Etah, ..... | 231                | 4851                |
| Muttra, .....                       | 102                | 2716                |
| Shahjehanpore, .....                | 123                | 3180                |
|                                     | 758                | 16327               |

Zemindars have not been neglected. A regular system of Village Schools has been organized. In the Reports for 1851-52, 1852-53, and 1853-54, the Hulkabundee School system has been described. The Zillah Visitor's returns for 1854-55 note the existence in the Districts (named in the margin) of 758 such Schools, attended by upwards of 16,000 scholars.

24. The value of such Village Schools cannot be over-rated. They are directly under our control. The course of study which we prescribe is therein pursued. They are so situated as to bring the means of instruction within the reach of the whole agricultural population, being located on moderate-sized circuits, in the arrangement and laying down of which natural obstacles, such as impassable wheels, rivers, &c. are duly taken into account. The popularity of the Schools may be inferred from the large average attendance 21 5, notwithstanding that so many Schools are yet in their infancy.

25. The system has been introduced throughout the whole of Etah, Mynpoory, Shahjehanpore, and partially in Agra, Bareilly, Allygurh, Etawah and Muttra. The practical execution of the scheme has been undertaken by the District Officers, to whom also the whole credit of the happy results, even already shown, is due.

26. Where an entire District, or even an entire Tehseelee, has been at once taken up, the School fund is created by a certain cess on the Government revenue. The Collector either calculates the number of Schools required, looking at the average area and population of his villages and the cost of their maintenance—this amount, distributed over the whole revenue, gives a certain per-centage, which he adopts; or he may consider 1 per cent. a fair cess, and adapts the number of his Schools and his expenditure to the fund which such a rate will produce. In other instances the wants and capabilities of each circuit have been taken into account, and the cost of maintaining the School has determined the rate of the School cess, *e. g.*, four counterminous villages, yielding an aggregate *jamma* of Rupees 7,000, are included in a circuit. The cost of maintaining the School is calculated at Rupees 60 per annum. The cess will, in this case, fall at the rate of 13 annas 8½ pie per cent. In the next pergunnah, the soil is less productive and the villages are more widely scattered; three villages, yielding a *jumma* of Rupees 4,500, comprise the circle. The cost of maintaining the School being the same, *viz.*, Rupees 60, the rate will amount to 1 Rupee 5 annas 4 pie per cent.

27. Where the Zemindar is a large landed proprietor, the cess falls very heavily. For instance, the contribution of one talookdar amounts to Rupees 600 a year. In such cases it would be but fair to distribute the rate over the rent-roll, so that all who share in the benefits of the School shall contribute their quota. It may be in the first instance calculated on the *jumma*. The revenue and rent-roll of Shahjehanpore are in round numbers 11 and 19 lakhs; 17 annas per cent. on the former amounts to 9 annas 10 pie on the rent-roll.

28. Such a system, however, is open to abuse and against the express rule that no cesses but those formally authorized by Government shall be allowed. The principle laid down by His Honor, that non-proprietary cultivators, and Bunyas resident in the village, shall pay for each child attending the School a small fee, is unexceptionable. The fee should be paid in kind in the form of a ration, the cultivator's son bringing one ration on any day during the course of the month which the Teacher may name, the young Bunya contributing two *seedahs*.

29. In Rohtuck, and in the istumreree villages of Goorgaon, the Government, at the recommendation of the Board of Revenue, have met the people half way, contributing 8 annas per cent., the same rate being paid by the Zemindars.



30. In the settlement directions, referring especially to Zillah Saharunpore, but applicable to all cases of revision of old and the formation of new settlements, a one per cent. School fund, payable from the net assets before the determination of the Government de-

This rule is founded on the consideration, that the Government and the public generally share directly in the benefits derived from the Road and School Funds, and from the Dak and Chowkedaree establishments, and it is therefore proper that the expense on these accounts should be debited against the rental assets, before proceeding to the calculation of the jumma, so that the remainder of the rental only shall constitute the sum, of which one-half is to form the Government jumma and the other half to cover the profit, risk and expenses of the proprietors. The Government will thus share fairly with the proprietors the charge for those objects which are of equal concern to all parties.

mands has been sanctioned, on the principles noted in the margin, and quoted from His Honor's "Instructions concerning the Revision of Settlement in the Saharunpore District."

31. In these Provinces; there are 234 cities and towns, containing from 5,000 to 170,000 inhabitants, the population therein resident amounting to three and a half millions. The Hon'ble Court, in their Despatch previously quoted, write as follows:—"Our attention should now be directed to the consideration, still more important, and one which has been hitherto, we are bound to admit, too much neglected, viz., how useful and practical knowledge suited to every station in life may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts, and we desire to see the active measures of Government more especially directed for the future to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure."

32. The Hulkabundee system does not reach the towns. A School cess on houses could not be levied without an express legislative enactment, which it were chimerical to hope for. It is impossible to persuade the residents in towns generally to combine, Government must here take the initiative and open Schools, paying the Teachers a small salary, say Rupees 5 per mensem, on condition of his collecting 50 pupils and instructing them efficiently, and giving him an additional Rupee for every ten additional scholars. The average attendance in the sixty Tehseelee Schools amounts to seventy-five boys per School, notwithstanding that they are in many instances located in mere hamlets. The Town Schools would contain on an average, eighty scholars; the cost of each School would be thus Rupees 8 per mensem; the fees would amount to Rupees 5; the Teacher's income would be Rupees 13 a month. In 231 Schools the number of boys would not be less than 18,480, the average

cost per boy being  $(231 \times 96 \div 18,480 = )$  1 Rupee 3 annas and 2 pie per annum.

33. Probably, in 180 towns, to which the operations, neither of Government, nor of Missionaries, have yet extended, there is not a single School which can be said to impart the elements even of a sound and liberal education. Some effort should be made to bring the means of a more enlightened and liberal education within the reach of so large and ignorant a population.

34. The Tehseelee School combines the features of a primary and a Grammar School. They are indeed to serve as Model Schools, but at the same time their object may be described in the words of the Educational Despatches, being "to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess them more useful members in every condition of life." When the Circuit School system, which is gradually extending among the agricultural population, is better defined, and more widely recognized, the Hulkabundee or *Parish* School will occupy the position of the primary, and the Tehseelee of the more modest description of Grammar School.

35. The Tehseelee Schools are located chiefly in towns, but in some instances in villages, the Tehseeldaree Station being chosen chiefly with reference to its central position in the Pergunnah or Pergunnahs composing the Tehseelee, rather than with regard to the size or importance, commercial or otherwise, of any particular town.

36. In the eight Districts there are sixty-two Tehseelee Schools, attended at the close of the past official year by 4,688 scholars. The attendance has steadily increased since their establishment, being in

|                 |       |
|-----------------|-------|
| 1850-51, ... .. | 2,390 |
| 1851-52, .. ... | 8,053 |
| 1852-53, ... .. | 3,644 |
| 1853-54, ... .. | 3,932 |

The number of scholars range from 8 (in Sumbakhera, a village in the Rohileund Terree) to 92 (in the city of Muttra.) In twenty schools the attendance is over a hundred. This fact is a proof that they are regarded with favor by the people.

37. The scholars are chiefly Hindoos, of whom there are 3,967 to 701 Mahomedans. Of the Hindoos again, Brahmins (1,396) are the

most numerous in every District, excepting in Bareilly and Shahjehanpore, where Kayusths (402) outnumber the former (216.) It happens, that in those two Zillahs, the majority of the Tehseelee Schools are held in towns, the leading Zemindars of which are Kayusths.

38. As a general rule, the Schools which are most largely attended by these two, which may be termed the literary castes, are, as might be expected, the most advanced. In Muttra, Allygurh and Agra, Bunya scholars are numerous; of these the greater part are drawn to the School by the superiority of the Master over his fellow-teachers, in arithmetic.

39. The Mahomedans now send their children without hesitation. At the close of the first year, the Tehseelee School lists contained the names of but 199, and at the close of 1854-55 of 701 Mussulmans. This increase in number is worthy of record in connection with "the increasing desire of the Mahomedan population to acquire European knowledge," which the Court note with much satisfaction in the 82nd para. of their Despatch of the 19th July 1854.

40. A boy who goes through all the classes of the Tehseelee Schools must acquire a knowledge of arithmetic up to geometrical progression, mensuration, plane table surveying, algebra up to progression, the four first books of Euclid, the geography of his own District, the history and geography of India, general history and geography, Hindee or Oordoo grammar, together with a respectable amount of information on subjects of general and practical interest, conveyed through works similar in character to Chambers's Rudiments of Science, and through simple tables and familiar descriptive stories. The beneficial influence which these sixty-two Tehseelee Schools exert is a hundred-fold more than that exercised by the 3,000 Schools maintained by the unaided efforts of the people. Where, four years ago, one work on the history of India was (comparatively) unknown, we find upwards of 900 boys somewhat acquainted with the prominent facts of that history.

41. Of the boys reading algebra and geometry, and especially the latter, very many, or the majority even, may not derive from the study all the advantages which it is calculated to afford, as a means of mental discipline, and of strengthening the reasoning faculties. I have known a boy, his fancy captivated by the idea of learning geometry, omit the definitions, postulates and axioms as unworthy of his attention, and com-

mence at the first or it may be a later proposition. The fact is, the Masters have not yet been sufficiently trained. Many of them, however, have received instruction at the Agra Central School, and we shall soon have a competent staff of trained Teachers. Yet, even under the circumstances above noted, the course of study pursued in the Tehseelee Schools has effected much good. There is an intelligence, and often an actual acquisition of much valuable information, to say nothing of arithmetical capacity, which it were vain to search for in many of the common Schools of England.

42. The following extract from the notes which I took of the examination of the Furreedpore School on the 27th of last January, may serve to show what our best Tehseelee Schools are like. (The Furreedpore School, located in a mere village, is one of our very best):—<sup>a</sup>102 boys, mostly young: 1st Class, 5 boys, reading Euclid Book VI., Algebra up to Quadratic Equations, have read through the History, and almost through the Geography of India, well acquainted with the Map of Europe, have finished Arithmetic, reading Logarithms, have gone through half of the Oordoo Grammar, passed an excellent examination (especially in History and Geography) in every subject but Oordoo Grammar. The 2nd Class of 8 boys well up in the three first, and part of the IV. book of Euclid, failed in Algebra; in other subjects reading with the 1st Class. The 3rd class of 7 boys read the III. Book of Euclid, Algebra up to Division, the History and Geography of India. The 4th Class of 26 boys passed a creditable examination in the Geography of Bareilly (their own District,) good in Arithmetic up to the Rule of Three. The 5th Class of 13, and the 6th of 43 boys, have made good progress." The Teacher's pay, Rupees 15 a month, is the only expenditure connected with the School, the defrayment of which falls on Government.

43. The Teacher of a Tehseelee School has equal reason with the English School-masters to complain of the short stay which the boys make at School, and which often reduces him to despair. The past year's returns show that 2,243 have entered and left within the year, while 1,147 have attended upwards of one, and 1,278 upwards of two years. The study of algebra and geometry possesses this advantage, even if it has no other; numbers of students remain at School to acquire that which they regard with some respect, while at the same time we teach history, geography, and much more that they consider quite superfluous.

44. The cost of the sixty-two Tehseelee Schools for the twelve months of 1854-55 amounted to Company's Rupees 9,565-3-1. The number of scholars on the list in April was 4,688 and the expenditure for that month amounted to Rupees 820, being Rupees 2-9-6 per mensem, or Rupees 2-1-7 a year for each scholar.

45. The average monthly expenditure on account of each School amounted to Rupees 14-7-0.

46. In the course of the year Rupees 4,618-11-0 were realized by monthly tuition fees, giving an average (in round numbers) of one Rupee from each scholar, and increasing the income of each School by Rupees 74-8-0 a year.

#### ANGLO-VERNACULAR COLLEGES AND SCHOOLS.

47. Of the fourteen Anglo-Vernacular Schools maintained in these Provinces by Government in 1839, eight located in the Stations mentioned in margin, and attended at that time by 613 students, have been since abolished, on the ground of want of discipline and unsatisfactory progress, or of want of appreciation of the advantages arising from the acquisition of English, and in conformity with the principle laid down in Lord Auckland's Minute of November 24, 1839, and to which the Hon'ble the Court of Directors had subscribed their concurrence in their Despatch dated 20th January 1841, viz., that to render the highest instruction efficient in a certain number of Colleges was preferable to extending the means of inferior instruction by adding to the number of ordinary Zillah Schools.

|                   | Scholars. |
|-------------------|-----------|
| Allahabad, .....  | 84        |
| Meerut, .....     | 57        |
| Ghazeepore .....  | 103       |
| Goruckpore, ....  | 52        |
| Furruckabad, .... | 105       |
| Jubbulpore, ..... | 26        |
| Hoshungabad, .... | 53        |
| Azimgarh, ..      | 133       |

48. In 1847 the Hon'ble the late Lieutenant-Governor, with the readily accorded sanction of Lord Hardinge, founded at Roorkee the institution which the Court of Directors, in memory of its founder, have named the Thomason Civil Engineering College. In reviewing the nature and extent of the education afforded by the existing Government institutions in these Provinces, the Thomason College must be viewed *per se*, its objects being particularly and totally distinct from the subject of general education.

49. The institutions at Agra, Delhi, Benares, Bareilly, Ajmere and Saugor contained, at the close of 1854, 1,920 scholars, being 166 more than the number on the lists at the end of 1853.

| NAMES OF INSTITUTIONS. | NUMBER OF STUDENTS. |       |             |       |          |       | TOTAL. |       |
|------------------------|---------------------|-------|-------------|-------|----------|-------|--------|-------|
|                        | Christians.         |       | Mahomedans. |       | Hindoos. |       |        |       |
|                        | 1853.               | 1854. | 1853.       | 1854. | 1853.    | 1854. | 1853.  | 1854. |
| Agra, .. .. .          | 30                  | 15    | 44          | 55    | 239      | 251   | 313    | 321   |
| Delhi, .. .. .         | 15                  | 10    | 112         | 97    | 206      | 243   | 333    | 350   |
| Benares, .. .. .       | 3                   | 2     | 19          | 31    | 307      | 311   | 329    | 344   |
| Bareilly, ... .. .     | 1                   | 3     | 74          | 87    | 208      | 263   | 283    | 355   |
| Saugor, ... .. .       | 26                  | 16    | 42          | 42    | 216      | 259   | 284    | 317   |
| Ajmere, .. .. .        | 0                   | 0     | 43          | 41    | 169      | 192   | 212    | 233   |
| Total, ...             | 75                  | 46    | 334         | 353   | 1,345    | 1,519 | 1,754  | 1,920 |

The Bareilly College shows the largest attendance, though in 1853 the number of students was below that of every other establishment, excepting Saugor.

50. The decrease in the number of Christian students may be traced (1) to the demand for Assistants in the Electric Telegraph, Scientific Survey, and other Departments of the Public Service, and (2) to the establishment of Missionary Schools of a high character.

51. The number of Mussulman scholars is larger than it has ever been. (*See para 39.*) At Delhi there has been a slight falling off. The Mahomedan residents of Delhi are not ordinarily of the class who send their children to our Schools. The men of good family, though of impoverished fortunes, consider it more consistent with their dignity to entertain private tutors. There are in the city also a large number of Kuran and Persian Schools, the loose discipline of which is doubtless preferred to the stricter system followed in the Government College.

52. The growing appreciation, by the native population, of the advantages resulting from a knowledge of English, may be gathered from the fact, that while the number of students of the Oriental Department has risen from 803 to 844, that in the English class shows an increase of 125, being 1076 to 951 at the close of 1853.

53. This result must be attributed to the frequent appointment to the most lucrative situations of young men acquainted with English. Where

the accomplished Oriental scholar searches in vain for employment, the College boy who can copy out an English letter in a clear flowing hand has no difficulty in finding service. Lord Ellenborough's significant question "English means Rupees?" is pregnant with truth.

54. The exaction of a tuition fee is now generally insisted upon, but the rates of payment are very low. The total amount of tuition fees in 1854 was but Rupees 7,960, the cost to Government of maintaining the six institutions being about Rupees 2,00,000 per annum. Free scholars number 428, of the rest twelve paid Rupees 5, seven Rupees 3, three Rupees 2, one 1 Rupee 8 annas, seventy-eight 1 Rupee, two 12 annas, one 9 annas, seven hundred and fourteen 8 annas, one hundred and eleven 6 annas, four 5 annas, four hundred and twenty-three 4 annas, eighty-one 3 annas, and forty-three 2 annas per mensem.

55. Previous enquiries into the emoluments and income of Teachers of indigenous Schools have shown that the average fee, even where the multiplication table only is taught orally, is not under 6 annas (*e. g.* the average salary of the Kayusthee Teacher is Rupees 2-10-10, the average number of pupils in Kayusthee Schools is 7,  $\frac{2 \cdot 10 \cdot 10}{7} = 6$  annas 1-43 pie.)

It is true that the College students are in general drawn from the lower classes and are frequently indigent. They are attracted by the hope of obtaining hereafter lucrative employment through their knowledge of English. Learning is but seldom courted for her own sake. In these Provinces we have no students who, being in affluent circumstances or enjoying a competency, devote themselves to scientific pursuits, and pursue during the leisure of after life the studies of their youth.

56. Entrance fees are exacted in all institutions, excepting at Delhi, (where they will be introduced,) and amounted in 1854 to Rupees 727.

57. The average per-centage of attendance is creditable, varying from 95-3 at Agra to 84-22 at Saugor. . .

58. In the course of the year 1,084 students were admitted into the Government institutions. Of this number 154 were "re-admissions." Within the same period 882 boys left School, of whom 632 withdrew voluntarily, either on obtaining employment, or on removal to another place of residence, or probably in some instances from inability to purchase school-books, &c. &c.; 213 boys were expelled, almost all of them for continued absence without leave; three were ejected from the Agra College for misconduct and one for theft. There were thirty-seven cases

of death or sickness, so severe and protracted as to oblige the boys to leave the College.

59. One hundred and sixteen students were reported to have come from a distance to read in the Colleges. These returns are not always quite trustworthy, or rather they do not discriminate between cases in which the student comes from a distance, solely and *bond fide* to read in the College, and those in which he resides with his parents in the town or city where the College is located. For instance, in the Report for 1853, six students, who were reported to have come from a distance to read in the Bareilly College, were the sons of Sepoys cantoned at Bareilly. Again, of 65 students reading in the Delhi College during 1854, and said to have come from a distance for this purpose, eighteen were found, on further enquiry, to reside with their parents or guardians in the city of Delhi.

60. There is so pressing a demand for educated young men to fill appointments of emolument and trust, that the College student can seldom withstand the temptation. Early marriage, and the poverty of his family, forbid his remaining in *statu pupillari*, when he can earn Rupees 80 or 100 a month, wherewith to maintain his family. It is too much to expect that the student shall work on in faith, and from pure love of learning in poverty, and doubtless amid the reproaches of his relatives, who are anxious to participate in his good fortune, just as the Professor is beginning to appreciate the development of the results for which he has anxiously laboured, and to indulge in the hope that he may prepare his pupil for the battle of life, he is taken from him, and he laments to think that the student, withdrawn, at the most important crisis of his life from all judicious control, will enter on a life of mere manual routine (that of a copying clerk,) and that his costly education (para. 61) may be entirely thrown away.

61. In the course of 1854, eighty-two boys have obtained situations with salaries amounting to Rupees 29,796, or nearly £3,000 a year, the average of their salaries being Rupees 30 per mensem or £36 a year. Four draw Rupees 100 per mensem, two Rupees 70, three Rupees 60, eleven Rupees 50, one Rupees 45, six Rupees 40, one 35 and one Rupees 33, eleven Rupees 30, four Rupees 25, eleven Rupees 20, and twenty-seven under Rupees 20 per mensem. Nineteen have entered the Educational Service of Government, twenty-two the Revenue Survey and Civil Engineering Departments, one a Judge's Office as translator, fifteen



have taken service as English writers, ten as Mohurirs, two as Regimental Moonshees, three as Naib Tuhseeldars, three as Surveyors, three as Chuprassees, while three have entered the Medical Department.

62. The cost of the four Colleges and two Schools noted in the margin  
 Agra, Delhi, Benares, Bareilly, amounts in round numbers to two lakhs per  
 Saugor, Ajmere. annum. The number of scholars at the commencement of the year was 1,754 and at the close 1,920. Taking 1,850 as the fair average of the number of boys on the list during each month of the past year, the average cost of each boy's education may be estimated, in round numbers, at Rupees 108 per annum.

63. The study of Hindee is almost entirely confined to Agra, Benares, Ajmere and Saugor. At Agra there are three classes attended by sixty-seven students, whose reading does not extend beyond the Prem Sagur. At Delhi there is no distinct Hindee Department, but curious to state, the Prem Sagur is placed in the hands of Arabic and Persian students to fit them, I imagine, for regimental moonsheeships. At Bareilly fourteen boys only attend the Hindee class; their acquirements, the Principal reports, are not on an average above those possessed by boys who have been educated in the Tehseelee School, where much the same course of study is pursued. At Benares the students in the English Department read either Hindee or Oordoo. They were generally favorably reported on by the examiners. Of the text-books in use, Professor Hall has remarked, that some of them are worse than useless, as inculcating fictions and absurdities, or as failing to convey any thing of language further than a mere knowledge of words. He objects strongly to the Prem Sagur, the Subhabilas and the Ramayana of Tulsi Das, and recommends the adoption of Marshman's History of India and the Bharatvarshya-itihas, Vidyankur, and Buddhiphalo-daya. He also directs attention to the Hindee version of the Laghukaumudi, prepared at Benares.

64. At both Ajmere and Saugor the Hindee Department is of great importance; not only are the common Hindee classical authors read, but much general and useful information is conveyed through Hindee. In the Province of Ajmere, and in the Saugor and Nerbudda Territories, indeed is universally used, as in the Hill division of Kumaon. There are no large cities in which Oordoo is the ordinary medium of communication, nor have the Mahomedans settled in those parts, as in the Doab, and in Rohilcund.

65. The Ajmere students; who learn Hindee only, seldom remain long enough at School to gain more than the ability to read and write with more or less fluency and facility, and elementary knowledge of Arithmetic and of the prominent facts of Indian History. Taking this fact into consideration, the late Superintendent considered the result of the examination highly satisfactory. In the whole District there is hardly a Hindee School in which any thing beyond the multiplication table and practice is taught, or in which the boys can read Hindee fluently and correctly. The lads attending the Government Institution belong to those classes of the community from which the indigenous Schools are filled. The rapid progress, even in arithmetic and accounts, made by the students of the former, must be appreciated and lead to the introduction of a like system and of similar studies into the latter.

66. The Superintendent pointed out the comparative uselessness of such books as the Singhasun Butteesee, Betal Puchesee, and Prem Sagur, on which His Honor directed that they should be excluded from the Hindee course of study; while the Gaint Prakash should take the place of the Lillavuttee.

67. The Hindee classes in the Government School at Saugor appear to have suffered from the want of trained, efficient Teachers. The examiner, Lieutenant Waddington, speaks favorably of the intelligence and industry of the Hindee students, especially of the lower classes, but he notes a defect which is common to most Hindee Schools, and which may be attributed to the voluminous multiplication table which is committed to memory at an early age, *viz.*, that the boys learnt their subjects by rote, and that although when once started they could repeat off whole pages, they were unable to give a concise answer, condensing the information they had read, "evidently not thoroughly understanding either question or answer." They appear, however, to have acquitted themselves creditably in Essay writing.

68. The propriety of maintaining the study of Hindee in all the Colleges was discussed in the course of 1854. Its continuance at Benares, Ajmere and Saugor is absolutely indispensable; at Agra, Delhie and Bareilly it might be abandoned; but much depends on the rules passed for the entrance and B. A. Degree Examination before the Calcutta University. From the three institutions last named (*viz.* at Agra, Delhie and Bareilly,) it is probable that no native student, in the English department, will take up Hindee; Oordoo is the language

of the cities from which the supply of pupils is drawn. All boys should learn the Nagree character, but it might be unwise to insist on a systematic study of Hindee, where it is not the language of the class or people to which the student belongs.

69. Sanskrit viewed *per se* might, without detriment, be excluded from the Government institutions; but studied in connection with the cognate Vernacular (Hindee,) and with the object of imparting to it a greater polish and a wider range, and of enriching it with an appropriate and intelligible scientific terminology, its value is great. The labors of Dr. Ballantyne, Mr. Hall and Mr. Griffith will certainly effect a revolution in Hindee literature and science, or rather will create a Hindee literature and science where there was formerly an universal blank.

70. At Agra there are twenty-two Sanskrit students who learn little beyond Sanskrit grammar. Of the Delhie scholars, the late Principal remarked, "they would commit to memory any amount of absurd fable connected with their own religion, while they appear to be unable to bend their mind to history or to appreciate its value." They also failed in mathematics. This unfavorable report led His Honor to issue orders for the discontinuance of the Sanskrit classes at Delhie. At Bareilly there is no recognized Sanskrit department, nor can the study of Sanskrit be said to be attempted. The same is the case at Saugor.

71. Mr. Hall, to whom the Anglo-Sanskrit department of the Benares College was especially entrusted, reports that the first section had read in the course of 1854 thirty-six selected numbers of the Spectator, the whole of Whateley's Logic, and 82 pages of Whateley's Rhetoric; several of the students had employed their leisure in preparing translations from the English, which may prove serviceable as school-books; the rest were also ready when required to engage in the work of translation. Pundit Seetul Prasad Towaree had prepared, under Mr. Hall's supervision, a highly creditable Hindee version of the first volume of Dr. Ballantyne's Sanskrit synopsis of science. Mr. Hall complained of the difficulty of obtaining proper English text-books for the more advanced classes. Mr. Hall's removal to Ajmere has left this important department without a Teacher. The best mode of supplying the blank caused by this loss is under consideration.

72. The first Hindee class at Ajmere read Sanskrit also. Their Examination papers were submitted to Dr. Ballantyne's inspection, whose review was most favorable. "The answers returned to our question,"

he states, "were such as evinced careful and intelligent instruction on the part of the Ajmere Teachers, and commendable diligence and proficiency in their pupils. The numbers allotted were not, on an average, noticeably different from those which are generally received by the Sanskrit students of our institution."

73. It appeared, however, that a great disparity existed between the higher and lower sections of the class, attributable in the opinion of the Superintendent to the Pandit in charge, attempting too much and reading too many books. The students failed in translation from Sanskrit into Hindee. His Honor, in noticing this defect, observed, that if the acquisition of an easy and correct Hindee style were neglected, the chief advantage which Government has in view from the study of Sanskrit is abandoned.

74. The Arabic department has received such scant notice in the Reports furnished from the several Colleges, that I can only state, that at Agra twelve students read Arabic in four sections, in the lowest of which the elements of grammar, and in the highest works of considerable difficulty, are taught, and that the several sections were favorably reported on. That at Delhi, where the Arabic department is one of considerable importance, "all the Masters certainly did their duty well." That at Benares, there were only four Arabic students and the Principal was satisfied by the attention of the Moulvees to his duties. That at Bareilly, seven boys, examined in Arabic grammar, logic, and rhetoric by Lieutenant Lees, acquitted themselves very fairly in the two first subjects.

The study of Arabic has not yet been introduced into the Government Schools at Saugor and Ajmere.

75. The Reports are equally meagre in respect to the examination of the Persian classes. This department, if a judgment can be formed from the brief account given of the result of the examinations, would appear to be left too much to the Moonshees and Moulvees. For instance, in one class, there are seven divisions. It is impossible that one Teacher can do justice to a class so broken up. Again, the studies are not arranged always with sufficient care. The text-books are sadly jumbled up together. In one class, the Kareema and Akhlak Jalalee are read; in another the Akhlak Jalalee and Kosaid Oorfee; the Kareema being the first book put into the hands of a Persian student, while the latter is pronounced by a competent authority, Lieutenant Lees, to be "with one exception the most difficult poetic work in the Persian language."

76. Of the Agra, Benares and Delhie students reading Persian, I am unable to furnish any satisfactory account. The Bareilly scholars were examined by Lieutenant Lees, who attributed their comparative failure to defective tuition, and recorded his opinion, that the Kosaid Oorfee was too difficult a work for the students. The late Principal, Mr. Tregear, devoted a large portion of his time to the instruction of this department in European science, and there can be no doubt that more attention was paid to scientific than to mere literary studies. This however is as it should be.

77. The historical papers of the first Persian class at Ajmere, and their answers in natural philosophy, were very creditable, while their knowledge of algebra and geometry was not so good as might have been expected. The second class was pronounced to be in a promising condition, while the third had fallen off sadly, owing to the inefficiency of the Teacher, who has been since dismissed.

78. The Persian department at Saugor was favorably reported on by Lieutenant Montgomery. The first class had mastered the principles of plane table surveying. The junior students had been well grounded in the rudiments of Persian, and "great pains had been taken to ensure correct pronunciation." The fact of a Chumar heading the second Persian class with 282 marks out of 300, the second boy being a Rajpoot, the fourth next Brahmins, the seventh a Kayasth, and the eighth a Mussulman, is deserving of note. The admission of the Chumar into the School had been violently opposed. Some Brahmins left in consequence, but the Committee remained firm, while their judicious treatment of the delicate question quieted the objecting parties. A similar case occurred a few months ago at the Budaon School, when the quiet determination of the authority gained the day.

79. The English department of the Government Colleges, as they are at present constituted, is incomparably the most important. The Principals at the heads of the several institutions have done their best to effect the ends proposed by Government, but not with uniform success, owing perhaps to the want of a sufficiently careful and well-digested plan of operations in the junior classes. The studies of the candidates for, and holders of scholarships, have been laid down most carefully and after much deliberation. In no Government Colleges, however, are the same books read in any two of the junior classes. His Honor has sanctioned the scheme of study lately proposed, with the view of supplying this want. (See Appendix B.)

80. The junior classes in the Agra College are unwieldy. The two lowest contain 154 scholars. Without the adoption, in all its integrity, of the simultaneous or gallery method of instruction, Teachers cannot manage efficiently such large masses. In these two classes there are several divisions. This must retard the boys' progress and increase the Teachers' labors.

81. On the whole, the Report on the six junior classes was favorable. The younger boys are the most intelligent, and I was particularly struck with their readiness and the careful way in which they had been taught. Their studies extend from the Alphabet to Murray's English Grammar, Poetical Reader No. 3, Marshman's Brief Survey of History, Geography, Arithmetic up to vulgar fractions, the third book of Euclid, and Algebra as far as multiplication. The pronunciation and spelling of the three lower classes were pronounced to be good, and their knowledge of the elements of arithmetic creditable. They could explain one word by another, but knew as little of one as the other. The first section of the sixth class had commenced geography, could give the definitions accurately, and point out readily on the map of Asia places named. The translation from Oordoo into English, first attempted in the fifth class, was done fairly, though rather too literally. Their knowledge of geography and their spelling was creditable, but they failed in grammar. The fourth class showed a fair knowledge of English and succeeded in arithmetic and geography, failing in algebra, writing and pronunciation; while the third class showed a defective acquaintance with geography, arithmetic and algebra, succeeded in history and geometry, failed in translation from Oordoo into English, and at the same time read and explained their English text-books well.

82. The junior English department at Delhi has been carefully instructed in pronunciation, grammar and translation. The seventh class (the tenth being the lowest) had commenced grammar in July 1854, and at the November examination were able to parse fluently, but their knowledge of Oordoo grammar was very defective. The sixth (a half-way class so to speak) was the most backward, failing signally in arithmetic and parsing. The Principal remarked that the class was composed of worse materials than any in the College. I have observed that the half-way class is invariably the most uninteresting, being filled generally with dull heavy-looking boys, whose tendency, in the words of Professor Mosely, is to gravitate to the lowest classes, or rather they

succeed in rising to a certain height and there remain. The fifth class passed a creditable examination in the outlines of universal history and geography, and exhibited a considerable acquaintance with English.

83. The junior classes of the Benares College had evidently enjoyed the advantage resulting from the presence of competent Teachers and a carefully graduated course of study.

Their pronunciation of English, their spelling, and their knowledge of geography and of grammar were alike favorably noticed. On the occasion of my visit to Benares, I was very much pleased at the thorough way in which the junior masters, especially Mr. Tresham and Baboo Shiva Shankara Singh, examined their own classes, handling them with all the ease and ability of well-trained and practised Teachers.

84. The junior English department at Bareilly, consisting of seven classes, was examined by me in detail in November last. The lowest class contained fifty-one bright intelligent boys, under a Teacher drawing a salary of Rupees 15 per mensem. The eighth class were able to read and spell with tolerable accuracy. The seventh had been carefully taught, the pronunciation of the younger boys is correct, and most of them read Oordoo fluently. The sixth class passed an excellent examination in the Hindoo æra of Indian history, which they had read in Oordoo. Their pronunciation was remarkably good. The fifth and fourth classes, composed of dull fat youths, were far from promising. The last was reading Chambers's History of England, (a very faulty model of English composition,) through which they had waded as far as the reign of James I. without acquiring a connected knowledge of English History. The third class was a decided improvement on the two last. The boys had a fair acquaintance with Indian history and of arithmetic. Their knowledge of English was as good as could be expected, considering that it is in this class that the study of English grammar is commenced. This is a grave defect. On the whole, however, these classes are in a healthy condition. A considerable amount of general information is acquired through the medium of Oordoo. The Principal lamented the absence of a dépôt, whence good English class works could be procured. This subject is deserving of, and has received, His Honor's attention.

85. The English classes in the Ajmere and Saugor Schools, with the exception of the first class at Ajmere, are in the same footing with the junior English department of the Colleges.

86. The progress exhibited in the several classes of the Ajmere School reflects great credit on Dr. Buch. The fifth class, being composed of Bunyas, failed in Oordoo translation. The fourth had been constantly exercised with much advantage in conversational sentences, and exhibited at the examination a practical knowledge of grammar. The third class were able to read and give the meaning of passages selected from the 4th Prose Reader, and which they had not previously seen. Their translation of pieces, which had been read during the term, was both correct and idiomatic. Their knowledge of arithmetic to vulgar fractions, geometry and grammar was excellent. The second class had read Marshman's Brief Survey of History, the elementary rules of algebra, and the four first books of Euclid.

87. The English classes of the Saugor Schools are evidently behind those of the other institutions. Their progress had doubtless been seriously retarded during the last year by the frequent change of Masters and the weakness of the educational staff. The establishment has since been placed in an efficient footing.

88. Captain Adams, by whom these classes were carefully examined, noted the inequality of students of the same class in science and literature, and the great disparity in their general acquirements. He observed that the boys of the second class answered readily questions from Pinnock's Catechism of English History, when they were proposed in the words of the book ; but if the wording was altered, there was much hesitation. What else could be expected under a system which teaches history by catechism? Captain Adams objected to the sing-song reading of the first class and their slowness in arithmetic, suggesting, with a view of curing the latter defect, frequent exercises in mental arithmetic. The boys who were able to give the meaning in Oordoo of entire passages of an English author fail in explaining the text. This led the examiner to infer, that the Oordoo version had been learned by rote. The English compositions of the first class were creditable.

89. This brief review of the junior English department of the several Government institutions must suggest the necessity for some reform. The universal use in the lowest classes of Anglo-Vernacular primers and elementary grammars would be of infinite assistance to the Teachers, as allowing the student the opportunity of home study. The restriction, again, of English study to English composition and grammar, subjects of general and useful information being read in the language most



familiar to the pupil (*i. e.* Hindee or Oordoo would materially lighten the Master's labor,) vastly facilitate progress. The habit of conversation in English, and its more general use, would remove the difficulty which the Native must feel in expressing himself in a strange language with which he is acquainted only as he sees it in books. Frequent translations from English into the Vernacular, and from the Vernacular into English, will give him readiness and accuracy of expression, a large stock of words, a critical knowledge of both languages, and a more complete insight into their genius and style. The adoption of a general curriculum of study in the junior classes will enable Government to procure from England a large and constant supply of the best class-books.

90. It is a matter of the first importance to secure to the educational department the most able and talented students who have received the best education that existing Schools can supply, *viz.*, that given in the senior department of the Government institutions.

91. In para. 60, it has been shown that the average salary drawn by youths who have left the Colleges for public employment is Rupees 30 per mensem, and that not less than four draw in their very first situation a salary of Rupees 100 per mensem, and ten receive pay ranging between Rupees 100 and 50 a month.

92. Of forty Junior English Masters in the educational institutions under notice (including three Surveying and Drawing Masters,) five draw Rupees 200, two Rupees 175, four Rupees 150, two Rupees 80, one Rupees 70, six Rupees 50, and fifteen, salaries between Rupees 40 and 14 a month. In Appendix A. is shown, in a tabular form, the salaries drawn in the English and Oriental departments of the Colleges at Agra, Delhie, Benares and Bareilly, and the Government Schools at Ajmere and Saugor.

93. It is impossible, with the present prospects of pay and promotion, to induce good men to enter the subordinate departments of the Educational Service, which can secure those only who are distanced by the more intelligent competitors in the contest for more lucrative employment.

94. It would be wise economy to fix the pay of the young Teacher, at first starting, at Rupees 80 or 100 a month, especially now that a competent knowledge of both English and Oordoo is required.

95. Eight Masters in the English department of the Government Colleges, receive after 17, 14, 24, 14, 14, 14, 9 and 22 years of tried

and approved service, salaries, respectively, of Rupees 100, 100, 60, 50, 50, 30, 25, and 20 a month.

96. The pay of the Teachers should be raised, and prospect of certain and speedy promotion held out. The able English and Oriental scholar would not be overpaid at Rupees 100 a month on his first appointment, to be increased after five years of continuous and efficient service to Rupees 120; after ten years to Rupees 150; after fifteen years to Rupees 175; after twenty years to Rupees 200, and after twenty-five years to Rupees 250 a month.

97. The Oriental Teachers are better paid comparatively. They could not find situations of equal emolument elsewhere. It is the knowledge of English which opens the road to high salaries. The average pay of the Arabic Teacher is Rupees 66, of the Persian Rupees 35, of the Oordoo Rupees 36, of the Sanskrit Rupees 56, and of the Hindee Teacher Rupees 26 a month.

98. From the voluminous remarks of the examiners, on the acquirements, &c., of the senior classes in the English department of the Colleges, I shall extract such only as cannot be omitted in an attempt to show concisely the exact condition of the department.

99. Of the second class at Agra, reading Pope's Essays on Criticism, it is reported that their pronunciation and manner of reading was generally good and explanation satisfactory. The third section of the first class read Goldsmith's Traveller well, and had a good understanding of the subject. The second section explained intelligently a difficult passage in Macbeth. The written answers in Macbeth and Othello and Macaulay's History of England were faulty in spelling, showing that writing from dictation had not been practised. The majority failed in interpreting the sense of the passages selected. The examiner recommended that more attention should be paid to grounding the students thoroughly before placing Shakespear into their hands. Doubtless too many subjects of study are crowded into the course prescribed for the last year or two of the student's career, while sufficient attention is not paid to the preparation for such a course in the junior department.

100. The papers on Paradise Lost and Bacon's Advancement of Learning were more satisfactory, as also those on the Spectator and Pope's Essay on Criticism. In history the answers were vague, the nature of the question being neglected, and the students writing down all they could remember in connection with some prominent name or

event mentioned. The papers on the first volume of Blackstone's Commentaries were creditable. In mathematics the result of the examination was satisfactory, considering that the class had been for some time deprived of its Teacher. In experimental philosophy, which had formed the subject of a course of lectures delivered in English and Oordoo by the Principal and the Assistant Professor of Mathematics, the Oordoo students surpassed the English.

101. The English Essays on "the education most suitable for Native judicial officers and the moral and mental attributes which they should possess" were very unequal in merit, the greater number being defective in idiomatic composition, while the matter of some to which the above objection was applicable was good and showed considerable reflection and original thought. The Oordoo essays, or rather *narratives*, the subject being—"Give a brief outline of the history of the present war in Europe, stating its origin; also your views as to its probable issue and consequence," exhibited a creditable acquaintance with the prominent facts of the war, showing that the boys (many of whom were ignorant of English) had read the news of the *day* in Native papers. Their attention was confined to the struggle in the South-east of Europe. The operations in the Baltic were not even alluded to. The sentiments expressed were sufficiently loyal, and the majority entertain sanguine hopes of the defeat and subjugation of Russia.

102. The Anglo-Vernacular exercises were unfavorably reviewed, the best English translation being only tolerable, the general purport of the passage having been apprehended, while the style was poor and in some places faulty. In the best Oordoo paper, there were several grave errors, both of translation and of Oordoo idiom. It was evident that in the earlier stage of the student's career a far higher standard of Vernacular excellence must be proposed; as soon as he enters the senior department, he finds the difficulty of English science and literature sufficient to occupy his whole time and energies; he really has not the leisure to attend to the cultivation of his own language. His Honor adverting to this subject directed the attention of the Principal to the necessity of exercising the students in English and Oordoo composition.

103. The senior English department at Delhi had been very much weakened by the removal of a large number of best students who had obtained employment. Alluding to the comparative failure of the third class in Algebra, the late Principal whose experience invests his opinion

with great value, remarks that the inhabitants of the North-western Provinces are generally slower in comprehending analytical operations than those of Bengal. I examined the first and second classes in the course of a short visit to Delhie. The studies were almost beyond the students who had been newly promoted, and before they were fit for promotion in some instances at least. They failed (with one exception) to give a good abstract of "Bacon's Essay on Revenge," which they had lately perused. They read poetry with but little feeling and taste, making a solemn pause at the close of every line without regard of sense and punctuation. The written answers of the first class were unidiomatically expressed, with the exception of Shreenauth's examination papers in the directions to Revenue Officers. Their acquaintance with the History of India and of England appeared from the specimen sent up to be full and exact, while they failed signally in the mere literary subjects, as Dryden's Absalom, Pope's Essay on Criticism, &c. &c.

104. The Benares students I found to be intelligent and possessed of an excellent knowledge of English. Their pronunciation was less correct than that of the Agra scholars. They are chiefly Bengalees and are intellectually superior to the general run of the boys who attend the Government institutions. The Principal's Report furnishes no particulars regarding the examination of this department in 1854.

105. The first class at Bareilly, though young, is well advanced and most promising; they are also very equal. One examiner inferring from their answers on the Spectator that no student is much superior to the rest. Their papers in *Macheth* showed that they understood the play thoroughly. Their answers in political economy were concise and well expressed, and free from the verbiage with which the Native student too frequently attempts to conceal poverty of information. Their hand-writing was exceedingly good. They passed a creditable examination in Revenue Law, while in Mathematics the number of marks awarded appear to have been rather low.

106. The performances of the first class at Ajmere were most favorably reviewed, the answers especially in Campbell's *Pleasures of Hope* being uniformly excellent, both in point of information and composition, while they appeared to have comprehended thoroughly what they had read. Considering the position which the Government School at Ajmere occupies, such results are most encouraging and reflect great credit on the late Superintendent Dr. Buch.

107. The formation of Law classes has not yet been systematically attempted. The directions to Revenue Officers are read at Bareilly and Delhie; for a short time an Ex-Government Vakeel gave his gratuitous services to the Benares College, but the students could not snatch from their other studies sufficient leisure to attend his class. At Agra Blackstone's Commentaries has been one of the English text-books; really the range of their English studies is so extensive, that a complete course of law can only be attempted by those students who will consent to give up some other subjects. The preparation of a Manual of Law, explanatory of its general principles, and of their particular application in this country, has been undertaken by an able member of the Civil Service. When it is ready for use, a commencement may be attempted.

108. Drawing and Surveying classes have been formed at Agra, Delhi and Benares. The theory and practice of surveying by theodolite and the prismatic compass, and of levelling also, are thoroughly taught in the field. The drawings and plans of the Delhie students are most creditable to their own and their teacher's skill.

109. The important subject of Scholarships was fully discussed in 1854 by the several Local Committees of Public Instruction. His Honor deferred the final consideration of the subject in expectation of the orders of the Supreme Government, laying down the principles to be followed in carrying out the views communicated by the Hon'ble Court of Directors on the subject of Education. The scheme of study proposed by the majority of the Principals for 1855 was adopted temporarily. The scheme of the Government Order is given in Appendix C. The value of the scholarships held in 1854 being 237 in number, amounted to Rupees 23,936—163 scholarships only of the annual value of Rupees 16,557-8-0 were sanctioned for 1855. The decrease is owing to the adoption by the Government of the principle that the exhibition should be a reward for approved scholarship and merit, and not a mere stipendiary allowance, and to the requirement in the Native student of English of a good knowledge of Oordoo. This last principle has been carried out more completely at Agra than at any other institution.

110. The whole system requires thorough revision. I propose to make it the subject of a separate Report, which will be shortly submitted, and which may be more appropriately noticed in the General Report for 1855.

111. During the past year (1854) Mr. Middleton has continued his valuable lectures on experimental philosophy, while Mr. Beale, late Assistant Professor of Mathematics in the College, has delivered a similar course in Oordoo. The recent appointments of Mr. Anderson and Mr. Cann, the former to the moral philosophy, and the latter to the history and literature professorship at that institution, have most materially added to the efficiency of the educational staff. The results of their labors will be noticed in the Report for 1855. I may remark, however, that I was very much struck with the accurate, and even scholar-like, rendering of a long passage in Hamlet, in which I examined the senior students at Agra, in the beginning of last May. I have never heard native boys read with such correct pronunciation and good taste, the credit of which I consider to be due to Professor Cann.

112. The indefatigable and learned Principal of the Benares College has been maturing his scheme for the enrichment of the Vernacular language current in Benares and the neighbouring country: with the efficient assistance of Mr. Tresham, a course of scientific lectures has been delivered with appropriate illustrations and experiments, in the preparation of which Mr. Tresham's mechanical skill has been of great service. The warm and heartfelt interest which the Commissioner of Benares, Mr. Henry Carre Tucker, has ever displayed in the cause of Indian Education, and his influence as the Chief Officer of Government in the Benares Division, have, as His Honor is well aware, found an ample field for exercise, and the institution of the Mutual Improvement Society at Benares, of which Babu Shiva Shankara Singh is the active and intelligent Secretary, may be attributed, I believe, mainly to Mr. Tucker's exertions. I was present at an excellent lecture, on railway communication, which Babu Shiva Pershad, whose labors in the cause of Education have frequently elicited favorable notice, and the approbation of Government, delivered in the magnificent hall of the College to a large and interested audience, among whom were the leading native gentry of Benares. The scene was one of great and real interest, for such meetings must do a vast deal of good. The appointment of such an accomplished Scholar as Professor Griffith to the Head Mastership of the Benares College has already been productive of great improvement, while his eminent attainments in Sanskrit enable him to take up the work which Professor Hall had, up to the time of his promotion to Ajmere, carried on with great ability and industry.

113. The efficient and flourishing condition of the Bareilly College is the result of Mr. Tregear's unceasing attention and able management. His Honor has publicly expressed his satisfaction at having been able to reward Mr. Tregear's merits by his nomination to an Inspectorship in the Department of Public Instruction. Dr. Buch's success at Ajmere has been most marked and justifies the hope that the removal of the late Principal may not affect injuriously the interests of the institution at Bareilly, while again Mr. Hall's literary reputation, and erudite acquaintance with Sanskrit and Hindee, peculiarly fit him for the government of the Ajmere School.

114. The native student who attempts the study of English in these Provinces labors under many disadvantages. With him English is a dead language—at least he never hears it spoken, except within the College walls. For him there are no such opportunities as are enjoyed by the youth resident at Calcutta, Madras and Bombay, where a large and the most influential section of the native community speak English as commonly as their mother tongue.

115. The introduction of an uniform system and of a carefully graduated course of studies, and the selection of appropriate class-books will increase the efficiency of the Junior department. In the scheme of study which has received His Honor's sanction (Appendix D,) the close and continuous study of English composition and grammar is provided for. By assigning to each year's course only that extent of reading which the student of ordinary ability and industry can master thoroughly in one term, and by our insisting on the admission of new pupils only at the commencement of each term, the Master will be enabled to keep his class well together, and will no longer have his attention distracted by half-a-dozen sub-divisions or sections. Progress will be uniform, and the instruction imparted will be more thorough and efficient. The acquisition, through the most familiar medium of scientific knowledge and of information on general subjects, will be both easier and admit of a larger range of study than where the difficulty of a strange and unfamiliar language is super-added to the difficulty of the subject, or science. The importance of securing the services of more efficient Junior Masters, which may be effected by holding out better prospects of pay and promotion, has been already discussed. The value which will be placed on an University Degree may induce many who now read with no sufficiently definite aim, to propose to them the

acquisition of coveted honor and to remain at College until their education is in some measure completed.

116. The necessity for the establishment of Training Schools for Teachers is strongly insisted on by the Hon'ble Court in their Despatch of 19th July 1854. In my Report of 1853-54 (paras. 48 to 58) the subject was discussed. The views therein expressed, regarding the adoption of the Pupil Teacher system, which is working successfully in England, coincide with those enunciated by the Court in the 68th para. of the above Despatch.

117. But the want of trained Teachers is urgent, and there are many difficulties in the way of bringing lads to a distance from home, and placing them under trustworthy control. Under the present circumstances, and the pressing exigencies of the Educational Department, where so many Teachers are at once needed; it has been found advisable to convert the Central School, into which the most advanced scholars of the Tehseelee Schools had been drafted, into a Normal School, which should provide the means of instructing Teachers in an improved and more practical system of School discipline and study.

118. The complete organization of the Hulkabundee School system in certain Districts, and its partial introduction into others, has materially assisted in the working of the scheme which has been laid down. The Normal School was opened at Agra in June last. The expenditure of Rupees 250 per mensem was sanctioned for the salary of the Educational Staff and of the necessary servants, while Rupees 400 a month were devoted to the provision of stipendiary allowances, each Teacher receiving Rupees 2 a month and his food. The School affords instruction to 100 Teachers, who have been appointed to Hulkabundee Schools, but are hardly possessed of sufficient literary acquirements, and are placed for a time (three or six months) at the Training Institution, where they are taken carefully through the books which they are required to teach, from the very primer: in other words, are carefully instructed in arithmetic, the History of India, Indian and general geography, the use of maps and the globe, and the theory and practice of plane table surveying. In a Primary School, which assembles in the same building, the Teachers are able to see the progress effected under the system which they are called upon to adopt.

119. Three months is certainly too short a term, if our object is to train a Teacher carefully; but we can hardly afford time to attempt



this to begin with. In the space of three months, however, the Teacher may read carefully through the books which are prescribed for Village Schools. He is thrown into contact with many men of the same class, and will learn much from the more intelligent of his companions. He will see how much he himself has to learn, and will hardly rest contented with his multiplication table only. We have a vast number of Teachers to improve, and by restricting the term of residence at the Normal School to three months, we may, in the course of the year, do somewhat towards increasing the efficiency of 400 Teachers. The first batch of 100 Teachers have been lately despatched back to their Schools.

120. The cost of each individual amounts to Rupees 21, supposing him to remain three months at the Training School. If a similar institution were founded in each Division, and the Hulkabundee School system fully carried out, with 150 Circuit Schools on an average in each of the five Districts. (ordinarily comprised in a Division,) every Village School Teacher might attend a Normal School for three months in every two years. The advantages of such an arrangement would be immense. Its cost for each Division would amount to about Rupees 5,500 per annum, when once the School-house and Teachers' residences were erected. The School Fund created by the Rules laid down in the Seharunpoor Settlement Directions could stand this expenditure.

121. The establishment of a Normal Class in the Benares College and the Ajmere School will provide the Benares Division and the Ajmere and Mhairwarah Districts with carefully trained Teachers. In both institutions, Hindée, the language of the agricultural population, is commonly read; the class may not be so readily filled at Ajmere as at Benares, unless indeed a larger stipendiary allowance be provided,

122. The Thomason Civil Engineering College at Roorkee being of a distinct and professional character, and differing so widely in its constitution from the other Government Educational Institutions, a separate review of its past history of the operations of last years is necessary.

123. The late Hon'ble the Lieutenant-Governor, in a letter addressed to the Secretary, Government of India, No. 594 A., dated 23rd September 1847, represented most forcibly the necessity for the establishment of a College, to supply a staff of Civil Engineers for the execution of the important public works which had been undertaken, or were in contemplation; and especially of those which were designed

to furnish the means of irrigation throughout a considerable part of the North-Western Provinces. His proposal received the ready sanction of Lord Hardinge.

124. The College was instituted in October 1847, when Lieutenant Mac-lagan, of the Bengal Engineers, assumed charge of the Institution, and took steps for the erection of the required buildings. The first students, three in number, were enrolled on the 1st January 1848. In November 1847, a prospectus, setting forth the arrangements determined on, and the measures adopted to secure the efficiency of the Institution, was issued, which was superseded by the Notification published in the *Gazette* of the 9th September 1850, (Appendix D,) providing for three departments to each of which a certain number of stipends was attached, the incumbents being furnished also with free quarters.

125. It was ruled, that the students of the First Department, of whom eight are stipendiaries, should at admission be under twenty-two years of age, acquainted with the English language and Arithmetic, Algebra, Geometry, Mensuration, Plane and Spherical Trigonometry, Conic Sections, and Mechanics. The course of instruction laid down was intended to qualify them for the appointment of Sub-Assistant Civil Engineers, and generally for employment in the Department of Public Works. The stipendiary students furnished chiefly by the Government Colleges were to draw an allowance of Rupees 40 per mensem.

126. The Second Department was to be composed of European Non-Commissioned Officers who remain in the College on probation for six months, drawing their regimental pay and allowances; if approved of at the end of that term, they receive the staff allowance of an Assistant Overseer in the Department of Public Works, and at the end of the year are drafted off according to the requirements of the Public Service.

127. The Third Department consists of native students. Of the senior division, eight receive Rupees 10 per mensem and free quarters; and in the junior, there are sixteen stipendiaries, drawing Rupees 5 a month and provided also with free quarters. The number of non-stipendiaries is, I believe, unlimited. The practical instruction of the students is regulated with a view to their employment as surveyors, draftsmen, assistants in the Department of Public Works, &c. &c.

128. On the 18th May 1849, the College, which had hitherto been merely an experimental one, was placed on a permanent footing, and its charges transferred from the Educational Fund to the general revenues of the country.

129. In August 1851, the late Lieutenant-Governor submitted to the Hon'ble Court a proposal for enlarging the Institution, its available resources and establishment being inadequate to meet the exigencies of the Public Service. The measures proposed by His Honor were the following:—

*First*,—The admission of Officers, both of the Royal and East India Company's Armies, to study at Roorkhee College.

*Secondly*,—The improvement and superintendence of the Village Schools in a circle of 40 or 50 miles round Roorkhee.

*Thirdly*,—The establishment, in connection with the College, of a dépôt of mathematical and scientific instruments, and of a Work-shop for their manufacture and repair.

*Fourthly*,—The formation of a Museum of Economic Geology.

*Fifthly*,—The erection of an Observatory for instruction.

*Sixthly*,—The maintenance of metal and stone printing presses, with a book-binder's establishment, and all that is necessary for the publication of scientific works, with appropriate drawings and illustrations.

*Seventhly*,—The enlargement of the College building and establishment to meet all these purposes.

130. The Court fully agreeing with the views expressed by Mr. Thomason, sanctioned the expenditure necessary to carry out his design; the amount sanctioned for the expense of the College being Rupees 19,000 for the buildings, and Rupees 23,268 for the annual current expenses. The actual outlay on the buildings had amounted to Rupees 32,277, and the cost of the establishment was Rupees 24,108 per annum. The measures proposed involved a further outlay of Rupees 1,20,940 for the erection of buildings and the provision of furniture and fittings, and the annual cost, including a charge of Rupees 15,622 for interest on the capital expended, and for annual repairs, was stated at Rupees 89,898.

131. The ready sanction accorded to a proposition involving so large an expenditure shows the sense entertained by the Court of the importance of the Thomason Civil Engineering College.

132. Major Oldfield, Principal of the Institution, in his Report for 1854, states that few changes have occurred in the course of study and general arrangements, and those gradual, and the fruit of experience.

133. Major Oldfield's unfavorable review of the prospects of the First Department, both in point of numbers and acquirements, the only two native students who have given satisfaction being Bengalees, induced His Honor to appoint a Special Committee to inquire into and report on the subject.

134. With reference to the Principal's recommendation, that the students entering the First Department be more thoroughly grounded in the lower Mathematics, &c. &c., the Committee proposed that the following subjects should form the preparatory course of education, viz:

*Arithmetic.*

*Algebra*—to the Binomial Theorem, with elementary application to Geometry.

*Geometry*—Euclid, 12 Books.

*Trigonometry*—Logarithms.

*Mensuration*—of planes and solids.

*Mechanics*.—The principles of Statics, Dynamics, Hydrostatics, Hydrodynamics, with their elementary application.

*Map and Plan Drawing.*

*Literature*—the reading prescribed for holders of third year Junior Scholarships for 1855.

135. The Third or Vernacular Department exhibited great improvement in Surveying and Estimating. In the course of the year, it had furnished twenty-nine Sub-Assistant Overseers. The standard of the Department is being gradually raised by the progress of the Vernacular Schools. To the students of this class, Major Oldfield looks as the agency which shall *nationalize* the science of Engineering in India.

136. The Committee above referred to proposed that the examination for entrance into this department should embrace—

*Arithmetic*—to Vulgar and Decimal Fractions, Compound Proportion, and Practice.

*Algebra*—to Simple Equations.

*Euclid*—Four first Books.

*Writing*—Vernacular, *i. e.*, Oordoo correctly and legibly from dictation; also English figures (numerals).

—Together with the Elements of Mensuration, both of planes and solids, and of Surveying, by chain and with the plane table.

137. The Committee further recommended the establishment of *Divisional* Schools of Surveying and Civil Engineering, to be fed from Tehseelee Schools, the students being boarded and lodged under the eye of the Teacher; twenty small stipends being attached to each institution, to the benefits of which non-stipendiaries should also be admitted.

138. The growing importance of the Civil Engineering Department demands a marked recognition of the Civil Engineer's position, to the

absence of which the Committee in part attribute the very limited number of applications for admission into the First Department at Roorkee.

139. • The Committee calculated that the services of thirty Officers who had been trained in the First, and 120 of the Third Department, were required in these Provinces. The pay of the former should range from Rupees 100 to 300, with three-tenths pay as travelling allowance; promotion being granted after five years' service in each grade, the grades being as follows:—

|  | Monthly Pay. |
|--|--------------|
| Sub-Assistant Executive Officers, ... .. | Rs. 100      |
| <i>2nd Class.</i>                        |              |
| Sub-Assistant Executive Officers, ... .. | „ 150        |
| <i>1st Class.</i>                        |              |
| Assistant Executive Officers, ... ..     | „ 200        |
| Deputy ditto ditto, ... ..               | „ 300        |

140. Officers from the Third Department should commence on Rupees 25 per mensem, with Rupees 10 horse allowance as Sub-Assistant Overseers, and rise at last to an Overseership, with a salary of Rupees 85 per mensem, and horse allowance of Rupees 25, if in charge of a road sub-division.

141. The adoption of these suggestions would induce numbers to apply for admission into Roorkee.

142. In the course of 1854-55, *i. e.*, from May 1854 to April 1855, 60,581 books, of the value of Rupees 11,624-2-2, were disposed of. Of this number, 41,179 were sold, 6,523 distributed for School use, and 12,879 given away in rewards.

143. The number disposed of in the last five years amounts to 172,549, of the value of Rupees 29,742-8-8.

144. Five years ago, the only useful school-books within the reach of boys reading in Persian, Sanskrit, and Vernacular Schools, were the four numbers of Deputy Collector Ram Saran Das, *viz.*, a Primer, Oordoo and Hindee, and three treatises severally in Arithmetic, Mensuration, and Putwaree's Accounts.

145. The student who knows Hindee or Oordoo only may now acquire, through Hindee or Oordoo Manuals, a respectable acquaintance with the elements of Oordoo and Hindee, and even of English Grammar; of Indian and general Geography; of the History of India, England and

the Ancient World ; of Arithmetic ; of Algebra to Quadratic Equations ; of the first four and sixth books of Euclid ; of Mensuration and Plane Table Surveying ; of the elements of Trigonometry and Mechanics ; of the rudiments of Drawing and linear design, together with a large amount of information on miscellaneous subjects. I beg to refer His Honor to paras. 86 to 108 of the Report for 1853-54, which contains a summary of the books published from the Visitor General's Office, and a brief notice of their subjects.

146. The sale of several of the most popular books has been considerably retarded by the comparative few facilities which exist for printing. Large editions have been exhausted before reprints were available. The extension of the educational scheme will, of course, oblige, or even already has obliged us to print very large impressions, amounting in some instances to 20,000 and 30,000 copies.

147. Treatises on Arithmetic are most readily bought up. Copies of the four parts of the *Ganit Prakash* and *Mubádee-ool-Hisab* (Hindee and Oordee) have been sold in the course of the year, and more would have been disposed of had the editions not been exhausted. The other popular works are the following, the number of copies sold being also noted :—(*Hindee*) *Akshara Dīpikā* and *Aksharabyās* (Primers,) 5,794 and 1,020 ; *Gānit Prakash*, parts 1, 2, 3 and 4 (Treatise on Arithmetic,) 1,072, 939, 879, 549 ; *Kshetra Chandrikā*, parts 1 and 2 (Mensuration,) 679 and 480 ; *Bidyārthi ki Pratham Pustak* (a Manual of Ready Lessons and Arithmetic, &c.,) 1,529 ; *Surajpur ki Kahānī*, 1,088 ; *Dharum Singh kā Vrittānt*, 524 ; *Bhāratvarshīya Itihās*. (History of India,) 600 ; *Bālopadesh* and *Bālbodh* (Reading Lessons,) 987 and 909 ; *Kisānopadesh* (Advice to Cultivators,) 309 ; Almanacs for 1854 and 1855, 699.

*Oordoo*.—*Aksharabhyās* (Primer,) 271 ; *Mubādī-ul-Hisāb*, parts 1, 2, 3 and 4 (Arithmetic,) 764, 528, 284, 267 ; *Misbāh-ul-Masāhat*, parts 1 and 2 (Mensuration,) 711 and 822 ; *Euclid*, 310 ; *Algebra*, 168 ; *Geography of India*, 249 ; *History of India*, 211.

148. The Secundra Press, under the able superintendence of Mr. Longden, is extending its resources. The complete stereotyping apparatus, which has been lately set up, will enable us to produce, at a short notice, any number of the more popular books which it may be worth while to stereotype.

149. The Hon'ble the Court of Directors, in their Despatch of July 1854, have enunciated the principles on which the system of Govern-

ment Grants in Aid of Education shall be administered. The leading principles being (1) that the Government will, as far as the funds at their disposal may admit, assist all Schools in which sound secular instruction is afforded, and the manager of which consents to certain conditions; (2) that the Government will in no way interfere in the management of the School thus assisted; and (3) that no notice will be taken of the nature of the religious instruction imparted in that School. The precise terms of the Court's Despatch will be found in Appendix E, a.

150. To form an opinion of the practical result of the contemplated system, we must first ascertain what Schools are willing to accept the aid proffered, what Schools possess the qualifications which the Court insist upon, and then consider what effects will be produced thereby in respect to the encouragement both of secular and religious education.

151. No School will be assisted by Government in which sound secular education is not imparted. This clause must exclude almost all indigenous Schools, as they are at present constituted. There are other conditions, too, which bar their admission to the benefits of the Grant in Aid system, such as their want of permanence and of adequate and efficient local management; but one very great and important result which the system may be expected to effect, is the introduction of a more efficient system into these Schools, when their supporters see that their present deficiencies exclude them from the advantages which Government aid and supervision afford to other Schools. Should the supporters of a Persian and an Arabic and a Koran and a Sanskrit and a Hindee School apply to the Government Officer for assistance, he would reply—"In the first School you teach boys a slight smattering of Persian, in the second merely the elements of Arabic Grammar, in the third the boys learn only to read the Koran by rote, in the fourth you teach an erroneous system of Cosmogony and Astronomy, and in the last the Multiplication Table only. In no instance can you be said to impart sound secular instruction. You must teach Arithmetic, the elements of Mathematics, History, Geography, the elements of Astronomy, and in Village Schools, Mensuration, Plane Table Surveying, Revenue Accounts, &c. You must combine for the support of your Schools, and guarantee their permanence. Should you fulfil the above condition, your hands shall be strengthened by a Grant from Government."

152. The fact is that the Grant in Aid system will, for some time to come, benefit Missionary Colleges and Schools chiefly. In them only are found the requisitions on which the Court strongly and wisely insist. Most of the Missionary Societies will allow their Missionaries to accept Government aid, either with the Society's express sanction, or their bare permission. In the latter case, the Missionary is allowed to exercise his own discretion, and will, as a general rule, accept Government aid.

153. There can be no doubt that the spread of sound secular knowledge is necessary (humanly speaking) to the success of Missionary labour. The case is widely different in India and at Otaheite; but this is hardly the proper place for such a discussion. It is allowable, however, to indulge in the expression of regret, that the conscientious scruples (which we must respect while we lament their influence) of a large number of zealous Missionaries, whose labours in the cause of Native Education have been attended with the success which ordinarily crowns self-devotion and a high purpose, preclude their acceptance of any assistance from the State.

154. The clause which enjoins perfect neutrality in the matters of religious education, and promises aid to any School in which sound secular instruction is imparted, whatever religious tenets may be inculcated within its walls, may appear to many very monstrous, or at least, hardly becoming a Christian Government. But a calm and dispassionate review of the question will dispel any such idea. Besides Missionary Educational Institutions, the only Schools in which any religious dogmas or doctrines are taught are those in which the Koran and the Shastras are read. In encouraging the Teacher of the former to impart instruction in Arithmetic, History and Geography, which will, in time, exclude the Koran, or at least allow the student less leisure to read it, —while Government ignore the fact that the Koran is read, Government can hardly be said to encourage the dissemination of the faith of Islam. I may add, too, that the Koran is read by rote; its meaning is not explained: the student for all the impression that his heart or his intellect can receive might as well be reading the Talmud in Hebrew. Again, the Sanskrit Pundit, who at present teaches in his Shastras a false system of Astronomy, must, in order to qualify his School for the acceptance of a Government grant, provide the antidote to the poison, and satisfy the Government Inspector that he teaches in the secular department of his School (so to speak) a true system of Astronomy,



which coming in contact with the false will in the end overthrow it. In short, we don't hinder the Moulvee or the Pundit from teaching what he has taught for generations, though we are well aware that it is false. He will teach it whether we have anything to say to him or no. But we insist, ere we grant him assistance of any kind, that he shall superadd sound instruction. We have faith in this result—*Magna est veritas et prævalebit.*

155. A draft of Regulations to govern the distribution of Grants in Aid in the Provinces subject to the Government of Agra, was submitted to His Honor in June. They were re-cast with three slight modifications and submitted to the Government of India, but were rejected, in order that the Rules issued in Bengal might be adopted for these Provinces also. The original draft proposed by His Honor, and that adopted by direction of the Supreme Government, are given in Appendices E, b. and E, c.

156. The latter appeared in the *Agra Government Gazette*, published on the 18th September. As soon as a sufficient number of the Notification is printed, copies will be circulated, and applications for Grants in Aid invited.

157. The Most Noble the Governor General in Council, in Mr. Secretary Beadon's letter of the 26th of last January, forwarding a copy of the Court's Educational Despatch, sanctioned the appointment of a Director of Public Instruction, and of not more than two Inspectors, with the necessary establishment of Clerks and other Officers.

158. The Director of Public Instruction was appointed on the 12th February 1855, and two Inspectors on the 27th March 1855.

159. The Court, in the 93rd para. of their Despatch, after expressing their approbation of the scheme originally proposed by our late Lieutenant-Governor, and which had been working experimentally since the commencement of 1850 in eight Districts of the Agra Presidency, selected as the field of operations, notified their readiness to sanction the gradual extension of some such system to the other Districts under the Government of Agra, and referred to that scheme as the model by which the efforts of other Presidencies for the same objects should be guided.

160. His Honor, in laying down the arrangements connected with the divisions which should be placed under the charge of each Inspector, assigned, in the first outline of the scheme, to the first circle of inspec-

tion the Agra, Meerut, Delhi and Rohilkund Divisions, with Kumaon, and Gurhwal, and Jhansi, Jaloun, and Chandeyree of the Saugor Division. The rest, being the larger portion of the Saugor Division, with those of Allahabad and Benares, were placed under the Inspector of the 2nd Division.

161. Within the first circle is included an area and population amounting (respectively) to about 45,000 square miles, containing 17,500,000 souls, while the 2nd Division, though less compact, has a population of about 16,000,000, dispersed over nearly 50,000 square miles of territory.

162. The Saugor Division is separated from the rest of the 2nd Division by a long tract of independent territory, (the Rewah State,) and is of very great extent.

163. The circles above described are too extensive to allow of efficient and detailed inspection by two Officers only, especially where the general establishment of *Hulkabundee* adds immensely to the work of the Department.

164. His Honor consequently suggested the appointment, either of three Inspectors on a higher scale of salary, with an Inspector in charge of a smaller sub-division at Saugor; or of such an Inspector at Saugor, with two Inspectors, aided by two Assistant Inspectors, for the remainder of the country.

165. Carrying out the principles on which Mr. Thomason's system was based, His Honor proposed the appointment in each District of a Zillah Visitor of Schools and of three Pergunnah Visitors, together with the establishment of an efficient School at the head-quarters of each Tehseelee.

166. Of the Zillah Visitors, who should be men of weight, of character, and of at least respectable scholastic acquirements, it is proposed to appoint three grades, drawing respectively Rupees 80, 110 and 150 per mensem, with one Rupee travelling allowance per diem. As their experience and efficiency increase, the number may be reduced, and one Visitor be placed in charge of two or even more Districts, and another appointment, that of Divisional Visitor, be formed.

167. In each Zillah of ordinary size, three Pergunnah Visitors are necessary. Of this grade, there will be three Divisions, on Rupees 25, 35

and 45 Rupees per mensem. Their duty is to visit not only every School, but as far as is practicable, every village, with the view of persuading the people to establish a School where none exists, as to inspect and improve those already established.

168. The Tehseelee School-masters, also, it is proposed to range in three grades, the first (highest) on Rupees 20, the second on Rupees 15, and the third on Rupees 10 a month, the salaries being subject to re-distribution annually, the most efficient Teacher drawing the highest rate of pay, without reference to his age or standing. Some such rule is necessary to stimulate the energies of Teachers removed from immediate local supervision.

169. A Book-selling Agency has been established at the Sudder Station of each District, in which educational operations have commenced. The number of books annually disposed of will ere long be not less than 200,000. This result will, in itself, be of vast importance. The facility of procuring sound, healthy books will work a revolution gradually on Schools, when at present teaching exists only in name for any practical advantages which result therefrom.

170. Libraries have been opened at Shahjehanpore and Furruckabad, but with small success. At every Tehseelee School a copy of all our publications is lodged, and both the boys and their relations are encouraged to borrow them, or at least such of them as not immediately required for School purposes.

171. In the course of his cold weather tour in 1854-55, Mr. Henry Tucker visited a large number of the Vernacular Schools in his Division, and distributed prizes among the most deserving Teachers and pupils. Much valuable and accurate information regarding the state of Education in the Benares Commissionership was collected, which will be of very great service to the Inspector who may be placed in charge of that Division. The Commissioner's visits must have afforded great encouragement to the School-masters, who would appreciate the interest shown by the first Government Officer in that part of the country, and quite unconnected (officially) with the Educational Department. I have generally found, that the Commissioners in their annual tours have shown an interest in the educational arrangements of their Divisions, and have thus strengthened the hands of the District Educational Officers.

172. Arrangements have been made for sixteen Zillahs in the first circle. The Establishment for the second circle has not yet been sanctioned, but Lieutenant Fuller has commenced operations in three of his Districts. He has only lately been relieved from his survey duties.

(Signed) H. STEWART REID,

*Director of Public Instruction, N.W. Provinces.*

*Nymee Tal,* }  
*The 3rd October 1855.* }

---



---

## APPENDICES.

---

## APPEN

*TABULAR STATEMENT showing the expenditure incurred on account of Salaries paid*

|                 |         | DEPART  |                     |                    |         |                     |                    |          |                     |                    |
|-----------------|---------|---------|---------------------|--------------------|---------|---------------------|--------------------|----------|---------------------|--------------------|
| MONTHLY SALARY. |         | ENGLISH |                     |                    | ARABIC. |                     |                    | PERSIAN. |                     |                    |
|                 |         | Number  | Monthly Expenditure | Annual Expenditure | Number  | Monthly Expenditure | Annual Expenditure | Number   | Monthly Expenditure | Annual Expenditure |
| Rs              | 600     | 4       | 2400 0 0            | 28800 0 0          | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | + H R * | 1 (a)   | 500 0 0             | 6000 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 500     | 1 (b)   | 500 0 0             | 6000 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 400     | 2       | 800 0 0             | 9600 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | + H R.  | 2       | 700 0 0             | 8400 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 350     | 3       | 900 0 0             | 10800 0 0          | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 800     | 1 (c)   | 230 0 0             | 2760 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | + H R } | 4 (d)   | 800 0 0             | 9600 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 230     | 2 (e)   | 350 0 0             | 4200 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 200     | 4       | 600 0 0             | 7200 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 175     | 2       | 240 0 0             | 2880 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 150     | 3       | 300 0 0             | 3600 0 0           | 4       | 400 0 0             | 4800 0 0           | 0        | 0 0 0               | 0 0 0              |
|                 | 120     | 0       | 0 0 0               | 0 0 0              | 1       | 82 0 0              | 984 0 0            | 0        | 0 0 0               | 0 0 0              |
|                 | 100     | 2       | 160 0 0             | 1920 0 0           | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 82      | 1       | 70 0 0              | 840 0 0            | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 70      | 0       | 0 0 0               | 0 0 0              | 1       | 60 0 0              | 720 0 0            | 1        | 60 0 0              | 720 0 0            |
|                 | 60      | 6       | 300 0 0             | 3600 0 0           | 0       | 0 0 0               | 0 0 0              | 1        | 50 0 0              | 600 0 0            |
|                 | 50      | 3       | 120 0 0             | 1440 0 0           | 1       | 40 0 0              | 480 0 0            | 0        | 0 0 0               | 0 0 0              |
|                 | 40      | 0       | 0 0 0               | 0 0 0              | 1       | 35 0 0              | 420 0 0            | 1        | 35 0 0              | 420 0 0            |
|                 | 35      | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 30      | 5       | 150 0 0             | 1800 0 0           | 1       | 30 0 0              | 360 0 0            | 1        | 30 0 0              | 360 0 0            |
|                 | 28      | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 26      | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 25      | 1       | 25 0 0              | 300 0 0            | 0       | 0 0 0               | 0 0 0              | 1        | 25 0 0              | 300 0 0            |
|                 | 20      | 4       | 80 0 0              | 960 0 0            | 1       | 20 0 0              | 240 0 0            | 1        | 20 0 0              | 240 0 0            |
|                 | 16      | 1       | 16 0 0              | 192 0 0            | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 15      | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 14      | 1       | 14 0 0              | 168 0 0            | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 8       | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
|                 | 5       | 0       | 0 0 0               | 0 0 0              | 0       | 0 0 0               | 0 0 0              | 0        | 0 0 0               | 0 0 0              |
| Total, .. ..    |         | 53      | 9255 0 0            | 111060 0 0         | 10      | 667 0 0             | 8004 0 0           | 6        | 220 0 0             | 2640 0 0           |

\* H.R. stands for House or House Rent, which is provided in certain cases and is calculated at Rupees 50 per mensem.

(a) 400 + 100 as Visitor of Schools in Ajmere.

(b) 400 + 100 Personal Allowance.

**DIX A.**

to the Educational Staff in each Department of the Government Institutions in the N. W. P.

MENT.

| OORDOO. |                      |                     | SANSKRIT |                      |                     | HINDEE. |                      |                     | TOTAL. |                      |                     |
|---------|----------------------|---------------------|----------|----------------------|---------------------|---------|----------------------|---------------------|--------|----------------------|---------------------|
| Number. | Monthly Expenditure. | Annual Expenditure. | Number   | Monthly Expenditure. | Annual Expenditure. | Number  | Monthly Expenditure. | Annual Expenditure. | Number | Monthly Expenditure. | Annual Expenditure. |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 4      | 2400 0 0             | 28800 0 0           |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 1      | 500 0 0              | 6000 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 1      | 500 0 0              | 6000 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 2      | 800 0 0              | 9600 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 2      | 700 0 0              | 8400 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 3      | 900 0 0              | 10800 0 0           |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 1      | 230 0 0              | 2760 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 4      | 800 0 0              | 9600 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 2      | 350 0 0              | 4200 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 4      | 600 0 0              | 7200 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 2      | 240 0 0              | 2880 0 0            |
| 1       | 100 0 0              | 1200 0 0            | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 8      | 800 0 0              | 9600 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 1      | 82 0 0               | 984 0 0             |
| 0       | 0 0 0                | 0 0 0               | 0        | 560 0 0              | 6720 0 0            | 0       | 0 0 0                | 0 0 0               | 9      | 720 0 0              | 8640 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 1      | 70 0 0               | 840 0 0             |
| 0       | 0 0 0                | 0 0 0               | 3        | 180 0 0              | 2160 0 0            | 0       | 0 0 0                | 0 0 0               | 0      | 300 0 0              | 3600 0 0            |
| 4       | 200 0 0              | 2400 0 0            | 0        | 0 0 0                | 0 0 0               | 2       | 100 0 0              | 1200 0 0            | 14     | 650 0 0              | 7800 0 0            |
| 2       | 80 0 0               | 960 0 0             | 2        | 80 0 0               | 960 0 0             | 1       | 40 0 0               | 480 0 0             | 9      | 360 0 0              | 4320 0 0            |
| 1       | 35 0 0               | 420 0 0             | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 3      | 105 0 0              | 1260 0 0            |
| 0       | 0 0 0                | 0 0 0               | 2        | 64 0 0               | 768 0 0             | 0       | 0 0 0                | 0 0 0               | 2      | 64 0 0               | 768 0 0             |
| 1       | 30 0 0               | 360 0 0             | 1        | 30 0 0               | 360 0 0             | 2       | 60 0 0               | 720 0 0             | 11     | 330 0 0              | 3960 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 1       | 28 0 0               | 336 0 0             | 1      | 28 0 0               | 336 0 0             |
| 1       | 26 0 0               | 312 0 0             | 0        | 0 0 0                | 0 0 0               | 1       | 26 0 0               | 312 0 0             | 2      | 52 0 0               | 624 0 0             |
| 1       | 25 0 0               | 300 0 0             | 0        | 0 0 0                | 0 0 0               | 3       | 75 0 0               | 900 0 0             | 6      | 150 0 0              | 1800 0 0            |
| 4       | 80 0 0               | 960 0 0             | 2        | 40 0 0               | 480 0 0             | 2       | 40 0 0               | 480 0 0             | 14     | 280 0 0              | 3360 0 0            |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 1       | 16 0 0               | 192 0 0             | 2      | 32 0 0               | 384 0 0             |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 2       | 30 0 0               | 360 0 0             | 2      | 30 0 0               | 360 0 0             |
| 1       | 14 0 0               | 168 0 0             | 0        | 0 0 0                | 0 0 0               | 0       | 0 0 0                | 0 0 0               | 2      | 28 0 0               | 336 0 0             |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 1       | 8 0 0                | 96 0 0              | 1      | 8 0 0                | 96 0 0              |
| 0       | 0 0 0                | 0 0 0               | 0        | 0 0 0                | 0 0 0               | 1       | 5 0 0                | 60 0 0              | 1      | 5 0 0                | 60 0 0              |
| 16      | 500 0 0              | 7080 0 0            | 17       | 954 0 0              | 11448 0 0           | 17      | 428 0 0              | 5136 0 0            | 119    | 12114 0 0            | 145368 0 0          |

(c) Rupees 30 as Writing Master.

(d) One of these is a Surveying and Drawing Master

(e) Surveying and Drawing Master

H. S. REID,

Director of Public Instruction, N. W. P.



APPENDIX B.

(COPY.)

No. 1005 OF 1855-56.

FROM

H. STEWART REID, ESQUIRE,  
*Director of Public Instruction, North-Western Provinces,*

TO

WILLIAM MUIR, ESQUIRE,  
*Secretary to Government North-Western Provinces.*

*Dated Head Quarters; Nynce Tal, the 7th September 1855.*

SIR,

I HAVE the honor to submit for the orders of the Hon'ble the Lieutenant Governor a scheme of studies for the English Department of the Government Colleges and Schools.

2. A scheme of study was submitted by the Principals of the Agra, Benares and Bareilly Colleges, and the Superintendent of the Ajmere School, with Mr. Principal Middleton's letter No. 110, dated 2nd September last; but that had reference only to the first class of the Junior and to the whole of the Senior Department.

3. This scheme, approved by His Honor, (para. 2, General Order No. 117 A. of 1855, dated the 10th January,) in no way provides a systematic course of study in the lower classes, being prepared solely with reference to candidates for, and holders of, Scholarships.

4. There can be no doubt of the advantages which would result from a carefully graduated curriculum, which shall embrace the requirements of the lowest, as well as the highest classes of the Government Institutions.

5. Statement A. (accompanying this letter) shows the studies for 1854 of each class in the English Department of the several Colleges and Schools. A glance at that Statement will show the utter want of uniformity. The study of Geography is not systematically pursued, Grammar is neglected.

6. The course of study is not so carefully graduated at Saugor and Ajmere as at Agra, Delhi, Benares and Bareilly.

7. The want of a uniform course of study imposes great difficulty in the way of procuring the best text-books. Were the same books read throughout all the Schools, it would be necessary to procure large supplies from England, which would reach the Colleges at the London price, and a constant stock of which will be kept on hand by the Curators.

8. The studies pursued in the Junior Department should be so arranged as to furnish to scholars, ere he is promoted to the Senior Classes, with a thorough knowledge of English Grammar, the power of analyzing the grammatical construction of

a sentence of ordinary difficulty from any English author, a respectable acquaintance with the Grammar of his own language, and with the outlines of Universal, Greek, Roman, English, and Indian History, and of Geography, with an accurate knowledge of Arithmetic and the elements of Algebra and Geometry, severally acquired through the most familiar medium of that of his own language. This principle has already received His Honor's hearty approbation recorded in your letter No. 1095 A. of 1855, dated 21st June 1855.

9. The objection may be urged, that by studying in the Vernacular what he now learns through English, the student's opportunities of making himself familiar with English are lessened. But by the plan I advocate, more leisure is available for the systematic, critical, and close study of English as a classical language. Even in our essentially Classical Schools in England, Arithmetic, Algebra, Geometry, History, Geography, &c. &c., are studied in English, and not in Latin or Greek. It is true that Latin and Greek are *dead* languages, and so should English be considered to begin with. It should be regarded not as a vehicle of instruction, but as in itself an object of close and careful study. I have fixed the number of Classes in the Junior Department at *ten*, and in the Senior at *six*. In each of the six lowest Classes, the extent of reading is just so much as a boy of ordinary ability and industry shall be able to master in half a year, and in each of the four first of the Junior, and in all of the Senior Department in one year. The boy who comes to the Government Institution at the age of seven, if he is regular in his attendance, and displays average talent and application, will reach the Collegiate Department at the age of fourteen. Two years' study in the Department will enable him to pass the Entrance Examination for the University of India with great ease, and four years' further labor will carry him through the B. A. Degree.

10. One advantage possessed by the scheme of studies which I now bring forward is that the text-books, from which the knowledge of Arithmetic, Algebra, Geometry, History and Geography will be acquired, are available in large numbers, and at low prices.

11. Of the English class-books, I am procuring from England a large supply, especially of those noted in the margin, which have been approved by His Honor. I trust that they may be available, together with the others named in the scheme, by the opening of the Colleges and Schools in 1859.

Hiley's Practical English Composition,  
parts 1 and 2  
Mackool's "My First School Book"  
Gleig's Series  
Archbishop's "Whately's Money Matters"  
Sullivan's Literary Class Book

12. His Honor will observe that the use of the English language is made more general as the student rises towards the College Department.

13. The Oorloo studies of the several English Classes might be adopted also in the Arabic and Persian Departments.

14. In the reading of the higher Classes I have adhered tolerably closely to the course professed by the Principals for Junior and Senior Scholarship tests.

15. I have added Sullivan's Literary Class Book to the senior course, as it gives carefully selected specimens of most of the standard English Authors, Prose and Verse, and affords to the senior scholars most excellent practice in reading elocution.

16. I propose, should His Honor approve of the suggestion, to circulate this letter, with His Honor's orders on it, amongst the Principals of our Colleges, for such remarks and amendments as they may consider necessary, together with the books named in the scheme, as far as I may be able to supply them.

I have, &c.,

(Signed) H. STEWART REID,  
Director of Public Instruction, N. W. P.

Office of Director of P. I., N. W. P.;  
Head-Quarters, Nynce Tal,  
The 7th September 1855.

#### SCHEME OF STUDIES FOR THE SCHOOL DEPARTMENT.

##### 10TH CLASS (LOWEST)—FIRST HALF YEAR.

|   |  |
|---|--|
| <i>English</i> —Alphabet, Reading and Writing, from the Kardah Angreze. | <i>Oordoo</i> —Alphabet, Reading and Writing from the Juohree-ool-Hurroof. |
| Ballantyne's Primer.  | Notation and Numeration from Mubadee-ool-Hisab, Part I.                    |
| Macleod's My First School Book, to p. 39, with translation into Oordoo. | Map of District, (orally.)   |
| Dictation.  | Dictation.   |

##### 9TH CLASS—SECOND HALF YEAR.

|  |   |
|--|---|
| <i>English</i> —Reading Lessons from Baker's Circle of Knowledge, Part I., Lessons 1—15, 40—100, with translation into Oordoo. | <i>Oordoo</i> —Reading Lessons from Hakaik-ool-Monjoodat, Part I. |
| Elements of Grammar, Parts of Speech, from Miftah-ool-Kawaid, Part I.  | Multiplication Tables from Mubadee-ool-Hisab, Part I.             |
| Dictation.   | Large Map of Hindoostan, (orally.)                                |
|  | Dictation.  |

##### 8TH CLASS—THIRD HALF YEAR.

|  |  |
|--|--|
| <i>English</i> —Reading Lessons from Baker's Circle of Knowledge, Part II., Lessons 1—15, 43—59, with translation into Oordoo. | <i>Oordoo</i> —Reading Lessons from Hakaik-ool-Monjoodat, p. —.  |
| Elements of Grammar, Parts of Speech, their Inflections and Conjugation, from Miftah-ool-Kawaid, Part II.                      | Grammar from Kawaid-ool-Moobtudee, pp. 1—9.                      |
| Dictation.   | Addition and Subtraction from Mubadee-ool-Hisab, Part I.         |
|  | Geography of India from Large Map, and Jugrapya-i-Hind, pp. 1—9. |
|  | Dictation.   |

## 7TH CLASS—FOURTH HALF YEAR.

|  |  |
|--|--|
| <i>English</i> —Reading Lessons from Baker's<br>Circle of Knowledge, Part II.,<br>Lessons 60—90, 183—200,<br>with translation into Oordoo.<br>Elements of Grammar (Syntax),<br>Miftah-ool Kawaid, Part III<br>Composition from Hiley's Prac-<br>tical English Composition,<br>page 1—16. | <i>Oordoo</i> —Reading Lessons from Hakaik-<br>ool-Moujoodat, p. —;<br>Grammar from Kawaid-ool-<br>Moobtudee, pp. 9—33.<br>Multiplication and Division from<br>Mubadee-ool-Hisab, Part I<br>Geography of India from Large<br>Map, and Jugrappya-i-Hind,<br>pp. 14—46.<br>History of India, Hindoo Era,<br>Tarikh-i-Hind, pp. 1—31. |
|--|--|

## 6TH CLASS—FIFTH HALF YEAR.

|   |  |
|---|--|
| <i>English</i> —Reading Lessons from Baker's<br>Circle of Knowledge, Part<br>III., Lessons 1—15, 43—60,<br>with translation into Oordoo<br>English Grammar (Etymology),<br>Inflection or Declension of<br>Words from Allen and Corn-<br>well's School Grammar, Part<br>I., Sec. I, p. —.<br>Composition from Hiley's Prac-<br>tical English Composition,<br>Part I., pp. 17—48. | <i>Oordoo</i> —Composition from Insha Khoord<br>Afroz, pp. 1—14, with transla-<br>tion into English<br>Grammar from Kawaid-ool-<br>Moobtudee, pp. 33—70.<br>Arithmetic—Compound Rules,<br>Mubadee-ool-Hisab, Part I.<br>Geography of India from Map,<br>and Jugrappya-i-Hind, pp.<br>46—89<br>History of India, Moosulman<br>Era, from Tarikh-i-Hind |
|---|--|

## 5TH CLASS—SIXTH HALF YEAR.

|  |   |
|--|---|
| <i>English</i> —Reading Lessons from Baker's<br>Circle of Knowledge, Part<br>III., Lessons 80—100, with<br>translation into Oordoo.<br>Grammar—Formation and De-<br>rivation of Words from Allen<br>and Cornwell's School Gram-<br>mar, Part I., Sec. II, pp. —.<br>Composition from Hiley's Prac-<br>tical English Composition,<br>Part I., pp. 50—79.<br>Translation from Oordoo into<br>English, (written).<br>Dictation. | <i>Oordoo</i> —Composition from Insha Khoord<br>Afroz, pp. 15—37, with trans-<br>lation into English.<br>Grammar from Kawaid-ool-<br>Moobtudee.<br>Arithmetic—Single and Double<br>Rules of Three, from Muba-<br>dee-ool-Hisab, Part II.<br>Geography of India from Map,<br>and Jugrappya-i-Hind, pp.<br>89—152.<br>History of India, English Era,<br>from Tarikh-i-Hind.<br>Translation (written) from Eng-<br>lish into Oordoo.<br>Dictation in Oordoo. |
|--|---|

## 4TH CLASS—FOURTH YEAR.

*English*—Reading Lessons from Baker's Circle of Knowledge, Part II, Lessons 100—200. . .  
Grammar, Syntax, from Allen and Cornwell's School Grammar, Part II.  
Composition from Kiley's Practical English Composition, pp. 80—94, 117—126.  
Translation from Oordoo into English, (written).  
Dictation.

*Oordoo*—Composition from Insha Khoord Afroz, pp. 38—64, with translation into English.  
Grammar from Kawaid-ool-Moobtudee, p.—.  
Arithmetic—Practice, Vulgar Fractions, Square and Cube Roots, from Mubadee-ool-Hisab, Part II.  
History of England, from Tarikh Badshahan Inglistan.  
Geography of Asia from Map, and Jam-i-Juhan Nooma.  
Elements of Political Economy, from Dustoor-ool-Maash, 11 Lessons, pp 1—46.  
Translation from English into Oordoo, (written).  
Dictation.

## 3RD CLASS—FIFTH YEAR.

*English*—Reading Lessons—Mann's Lessons in General Knowledge, with translation into Oordoo.  
Geography, Physical, of Europe, Hughes' Manual of Geography, pp. 1—58.  
Grammar—Etymology, from Hiley's Grammar, pp. 1—76.  
Composition from Hiley's Practical English Composition, Part II., pp. 1—34.  
History:  $\left. \begin{array}{l} \text{Universal,} \\ \text{Assyrian,} \\ \text{Persian,} \\ \text{Egyptian, \&c.} \end{array} \right\} \text{Wilson's Manual. p. } \left. \begin{array}{l} 1 \\ 2 \\ 3 \\ 4 \end{array} \right\}$   
Translation from Oordoo into English.  
Dictation.

*Oordoo*—Composition, Moontakhibat-o-Goolshan, (Oordoo-Persian), with translation into English.  
Grammar—Sifawotul Musadur, and Exercises in Parsing.  
Arithmetic—Decimal Fractions, Permutations and Combinations, from Rissalah Russoor Ashuryah, Mubadee-ool-Hisab, Part II.  
Algebra up to Division, from Jubro Mokabilah, Part I.  
Geometry—Euclid, Books 1 and 2, with Exercises.  
History—Tazkarat-ool-Mushahhar, Part I., (Lives of Sesostris, Semiramis, Cyrus, Cræsus, Zoroaster.)  
Geography of Europe.  
Political Economy, Dustoor-ool-Maash, pp. 1—46.

*Oordoo*—Translation from English into  
Oordoo.  
Dictation.

## 2ND CLASS—SIXTH YEAR.

*English*—Reading Goldsmith's Traveller,  
Essays (Mr. Middleton's edition)  
Grammar, Derivation of Words,  
History of English Language,  
Syntax, Hiley's, pp. 77—149.  
Composition from Hiley's, Part  
II.  
Geography, Physical, of Asia,  
Africa and America, Hughes'  
Manual, pp. 331—348, 423—  
443, 491—526.  
Arithmetic—Revision.  
Algebra—Revision, up to Division  
in Lund's Easy Algebra,  
Geometry, Revision of 1st 2  
Books.  
History of Greece—Wilson's  
Universal History.

*Oordoo*—Composition from Moontakhi-  
bat Bostan, (Oordoo-Persian,)  
with translation into English.  
Grammar—Revision of Kawaid-  
ool-Moobtudee.  
Algebra—Least Common Mul-  
tiplication, Greatest Common  
Multiplication, and Fractions  
from Jubro Mokabilah,  
Part I.  
Geometry—Euclid, Books 3  
and 4, from Tuhreerool-Uk-  
ladus, Part II.  
History—Tazkaratool-Musha-  
heer, Part II., Life of Lyeur-  
gus, Solon, Xerxes, Pericles,  
Agis, Epaminondas, Alexan-  
der the Great, and Eumenes.  
Geography of Africa.  
Political Economy, Dustoorool-  
Mash, pp. 47—89 (the end.)

## 1ST CLASS—SEVENTH YEAR.

*English*—Reading—Campbell's Pleasures  
of Hope, Goldsmith's Essays  
(Mr. Middleton's edition.)  
Grammar—Punctuation, Pro-  
sody, Syntax, &c., Hiley's  
Grammar, pp. 150—262.  
Composition from Hiley's Prac-  
tical English Composition,  
pp. 139—180.  
Arithmetic—Revision.  
Algebra, Simple and Quadratic  
Equations, from Lund's Easy  
Algebra.  
Geometry—Revision of Euclid's  
4 first Books.  
Geography—Keithon the Globes.

*Oordoo*—Reading—Moontakhibat Roo-  
zaat Alumgreera, (Persian-  
Oordoo,) with translation into  
English.  
Grammar—Revision of Kawaid-  
ool-Moobtudee, with Exer-  
cises in Parsing.  
History—Tazkaratool-Musha-  
heer, Part III., Lives of Ca-  
millus, Pyrrhus, Hannibal,  
Marius, Julius Cæsar, Tibe-  
rius, Alane, Attala.

*English*—History of Rome, from Wilson's  
 Universal History, Political  
 Economy, Whateley's Mo-  
 ney Matters.

The Candidates for Junior Scholarships to be examined in English and Oordoo Composition and Grammar, the explanation of a passage from the Traveller, Pleasures of Hope, and Goldsmith's Essays; in Arithmetic Algebra to Quadratic Equations; Geometry, (the 4 first Books of Euclid); Ancient, English and Indian History, and Geography.

The Scholarships attached to the VIth, VIIth and IVth Classes of the Senior Department to be termed "Junior," and those attached to the IIIrd, IIInd and Ist Senior Scholarships.

#### SCHEME OF STUDIES FOR THE COLLEGE DEPARTMENT.

##### 6TH CLASS—8TH YEAR.

- Literature*, .. Revision of Goldsmith's Traveller.  
 .. Essays. (Mr. Middleton's Edition.)  
 .. Campbell's Pleasures of Hope.  
 .. Sullivan's Literary Class Book, Introduction, pp. 9—82.
- History*, .. Of England, Keightley's.
- Law*, .. Revenue Directions to Settlement Officers.
- Political Economy*, .. Lessons on the Phenomena of Industrial Life, (Dean of Hereford,) pp. 1—58.
- Moral Philosophy*, .. Abercrombie's Intellectual Powers, pp. 1—78.
- Mathematics*, .. Algebra, Revision up to Adjointed Quadratics.  
 .. Geometry, Euclid, Books VI., XI., XII.
- Translation*, .. From English into Oordoo.  
 .. Oordoo into English.
- Essays*, .. Bi-monthly, in Oordoo and English.

##### 5TH CLASS—9TH YEAR.

- Literature*, .. Essays from Spectator (Mr. Hall's Edition) and  
 .. Pope's Odes on Aclia's Day.  
 .. Pope's Essay on Criticism, Dryden.  
 .. Sullivan's Literary Class Book, Part I., pp. 82—144.
- History*, .. Of Greece, Keightley's.
- Law*, .. Revenue Directions to Collectors.
- Political Economy*, .. Lessons on the Phenomena of Industrial Life, pp. 58—151.
- Moral Philosophy*, .. Abercrombie's Intellectual Powers, pp. 79—136.
- Mathematics*, .. Algebra to Binomial Theorem.  
 .. Plane Trigonometry, Nature and use of Logarithms, the  
 .. Measure of Heights and Distance.
- Translation*, .. } As in VIth Class.  
*Essays*, .. }

## 4TH CLASS—10TH YEAR.

- Literature*, .. Selections from Spectator (Mr. Hall's Edition.)  
 Shakespeare's Julius Caesar.  
 Sullivan's Literary Class Book, Part II., pp. 146—216.
- History*, .. Of Rome, Keightley's.
- Moral Philosophy*, .. Abercrombie's Intellectual Powers, pp. 138—205
- Political Economy*, .. Lessons on the Phenomena of Industrial Life, pp. 151—268,  
 (the end )
- Law*, .. Revenue Directions to Collectors.
- Mathematics*, .. Spherical Trigonometry.  
 Statics, (Potter's.)
- Translation*, .. } As in preceding Classes.
- Essays*, .. }

## 3RD CLASS—11TH YEAR.

- Literature*, .. Macbeth.  
 Milton's Paradise Lost, Books 1 and 2.  
 Bacon's Essays, 1st Half.  
 Sullivan's Literary Class Book.  
 Historical and Biographical Readings, pp. 280—303.
- History*, .. Of England, 1st vol. of Keightley's, (3 vol. edition.)  
 Of India, Elphinstone's, Books I.—III, pp. 1—205.
- Moral Philosophy*, .. Abercrombie's Intellectual Powers, pp. 306—359.
- Political Economy*, .. Humphrey's Manual of Political Science.
- Law*, .. Manual of Criminal.
- Mathematics*, .. Dynamics, (Potter's.)  
 Astronomy, Herschell's Outlines, Part I.
- Translation*, .. } As in preceding Classes.
- Essays*, .. }

## 11TH CLASS—12TH YEAR.

- Literature*, .. Hamlet.  
 Milton's Paradise Lost, Books 3 and 4.  
 Bacon's Essays, 2nd Half.  
 Sullivan's Literary Class Book.  
 Moral and Didactic Readings, pp. 305—357.
- History*, .. Of England, 2nd vol. of Keightley's.  
 Of India, Elphinstone's, Books IV., V., VI., pp. 206—367.
- Moral Philosophy*, .. Abercrombie's Moral Feelings.
- Law*, .. Manual of Civil Law.
- Political Economy*, .. Dr. Ballantyne's Extracts from Archbishop Whateley's and  
 De Quincy.
- Mathematics*, .. Hydrostatics, (Webster's.).  
 Astronomy, Herschell's, Part II.
- Translation*, .. } As in preceding Classes.
- Essays*, .. }



## 1ST CLASS—13TH YEAR.

|                          |  |
|--------------------------|--|
| <i>Literature,</i>       | .. Othello.  |
|                          | Milton's Comus.  |
|                          | Bacon's Advancement of Learning.                                 |
|                          | Sullivan's Literary Class Book, pp. 454—509.                     |
| <i>History,</i>          | .. Of England, 3rd vol. of Keightley's.                          |
|                          | Of India, Elphinstone's, Book VII.—XII., pp. 357—367.            |
| <i>Moral Philosophy,</i> | .. Alexander's Moral Science.                                    |
| <i>Law,</i>              | .. Justinian's Institutes.                                       |
| <i>Rhetoric,</i>         | .. Whateley's (Dr. Ballantyne's Re-prints for Pundits, No. VII.) |
| <i>Mathematics,</i>      | .. Mechanics, (Young's.)   |
|                          | Astronomy, Herschell's, Part III.                                |
| <i>Translation,</i>      | .. } As in preceding Classes.                                    |
| <i>Essays,</i>           | .. }   |

(COPY.)

No. 1952 A. OF 1855.

FROM

WILLIAM MUIR, ESQUIRE,

*Secy. to Govt., North-Western Provinces,*

To

H. STEWART REID, ESQUIRE,

*Director of Public Instruction, North-Western Provinces.**Dated Head-Quarters ; Nynce Tal, the 26th September 1855.*

GENERAL DEPARTMENT.

SIR,

I HAVE the honor to acknowledge the receipt of your letter, No. 1005, dated the 7th instant, submitting a scheme of studies for the English Department of the Government Colleges and Schools.

2. In reply I am directed to intimate, that the Lieutenant-Governor fully concurs in, and approves the general principles on which the plan submitted by you has been framed.

3. His Honor thinks, that it will be an essential improvement in the course of instruction in the Anglo-Vernacular Institutions, that in all the Junior Classes, the elements of knowledge should be communicated in Oordoo, or, where an exception may be necessary, in Hinglee; and that, in those classes, the study of English should be a close and strict one for the purpose of learning much more accurately than has yet been usual, its pronunciation, grammar, syntax, and idiom. On this point the Lieutenant-Governor has only to suggest that, from the earliest classes, familiar conversation in English, and a careful correction of irregularities or errors, in the course of such conversation, should be a daily practice, and as systematically adhered to as that of exercises in reading and writing English. It need scarcely

be remarked, that English being unlike the Classics in Home Education, a language in living use, the mode of teaching it must be especially and fully adapted to all the objects for which it should be taught to the scholars.

4. The course of study for the senior classes must be so much affected by the rules which may be ultimately promulgated, on the foundation of the Calcutta University, for determining the subjects and text-books for the B. A. Degree to be conferred by the Universities, that it would be premature at present to prescribe any definite course for future permanent adoption in the Colleges of these Provinces. You are, however, authorized to communicate the course of higher studies, as sketched by you to the Principals of the Colleges for their remarks, in order that, at least, until the University Rules may be finally declared, it may, with such modifications as may be approved upon their Reports, be provisionally adopted in the Colleges under your control.

5. The only remark that occurs at present to the Lieutenant-Governor is that, perhaps, the study of a single work, or subject, may be too much sub-divided in the scheme which you have framed. For instance, "Abercrombie's Intellectual Powers" is named as the text-book in Moral Philosophy for four successive years, from fifty to eighty pages alone being assigned as one year's course. The Lieutenant-Governor fully admits the importance of avoiding the contrary error of fixing too extensive or ambitious a plan of study for the curriculum of any single year. The object must be to give all the solid knowledge of each particular subject comprehended in the course which can be communicated within the year, neither over-tasking the faculties and pretending to do more than can be accomplished, nor, on the other hand, allowing any portion of the short and valuable period, for which Education is pursued, to be insufficiently employed.

I have, &c.,

(Signed) W. MUIR,

*Secy. to Govt, North-Western Provinces.*

*Head-Quarters, Nynce Tal, }  
The 26th September 1855. }*

## APPENDIX C.

(COPY)

No. 110.

FROM

J. MIDDLETON, ESQUIRE,  
Principal, *Agra College,*  
*Agra,*

To

WILLIAM MUIR, ESQUIRE,  
Secy. to Govt., North-Western Provinces,  
General Department, *Agra.*

SIR,

IN reply to your letter No. 428, dated the 10th February 1854, I have the honor to submit, on behalf of myself and fellow Principals, excepting the Principal of the Delhi College, who declined to join in the deliberation, a scheme of studies embracing the chief subjects on which, in our opinion, the Public Examination should turn.

2. On re-consideration, we concur with Dr. Mouat in opinion, that the quantity of literary reading proposed in the first scheme was greater than could be thoroughly accomplished by the present staff of Teachers in our College, and by students of average capacity: a reduction to what appears to us to be a suitable standard has therefore been made in this respect. Should there be at any time found, in any individual College, one or more youths of great ability and industry, their energies could always be maintained in activity, and directed in a proper channel by the Principal, strengthened, as his hands are, by special rewards, such as Library Medals.

3. There exist, naturally enough, differences of opinion between us on certain points, which may, we trust, be reconciled in time; but we do not think that the introduction of a common scheme of Education in the Colleges should be delayed, on that account—the more especially, since we are agreed generally upon the books, the subjects, and the order in which they should be taken up. Some of us are of opinion that the books in our Colleges should contain what is to be read there and no more, thus diminishing cost to our students; others think that, as a general rule, entire books should be used, even though to be but partially perused, since thus continuance of reading in our students, after they have left us will be the more likely to be induced.

4. His Honor will observe, that we have adhered to the original scheme of study in respect to its character, the alterations being in the way of reduction merely. We understand, moreover, that the class-books named in the present scheme will be open to supersession whenever more suitable ones are met with, and we would suggest that Government permit us to submit from time to time, as

annually, for instance, such alterations in this respect as we, or a majority of us, may agree upon.

5. During the consideration of this scheme, books unknown to some of us have been recommended by others, and the same cause of discord would doubtless continue; and thus the present activity of school-book publication continuing, agreement upon a common scheme be hopeless; we have therefore preferred to restrict ourselves for the present to books well known, and of acknowledged high character.

6. It was specially intended to keep utility in view in the organization of the Mathematical course first proposed, and now modified, though the range was not then restricted to utility of the more general and familiar kind: this however has now been done in obedience to what we understand to be His Honor's wishes. The works withdrawn have been set aside for voluntary reading, and might be included annually amongst the subjects suggested for the Library Medals: they are—

Hymer's Astronomy.

Potter's Optics.

Newton's first three Sections.

The Conic Sections

The Calculus, (such parts as bear less directly on Mechanics and Physics.)

7. In neither of our Colleges is the Educational Staff sufficiently strong to permit of all the books put down in the scheme being read during a single Session; this is not intended, nor is it necessary; all that is requisite is, that each youth shall have gone through all the books put down before attaining the top of the ladder. It is indeed of much importance, that the time of the Teacher be as little broken up as possible, in respect of the Literary and Historical reading, in respect of the Mathematical course this is of less importance, since several Mathematical divisions can be carried forward at the same time by the Teacher. There is, moreover, no such difference in point of difficulty between the Historical and Literary exercises of one year and those of another as should stand in the way of the grouping of the divisions in such a manner as to have but two, or, at most, three of them in the Senior or College class during any one Session.

8. In order to secure simultaneous reading of the same books in all the Colleges, so as to simplify the Examinations, and to facilitate comparison of the progress made, a selection might be made and agreed upon by the Principals some time before the beginning of each Session, say about the middle of that preceding—the principle affirmed in the last paragraph being kept in view, and the same submitted to Government for sanction: any difficulty that there might be about carrying out this plan would be experienced at the outset only, and we do not apprehend that it would be of any practical consequence.

9. In accordance with the views set forth in the two last paragraphs, a scheme of studies for the Scholarship classes during the Session of 1855 is herewith submitted.

I have, &c.,

(Signed) J. MIDDLETON,

Principal, Agra College.

Agra College, }  
The 2nd September 1854. }

In adopting the scheme, I would not be understood to signify my approval of the Mathematical course. It may however be, I think, affirmed of the scheme as it stands, that it is good so far as it goes, but that it is wanting in both length and breadth.

(Signed) J. MIDDLETON.

I have signed this letter, though far from being satisfied with the scheme, in the hope that the scheme may be gradually amended by Government after consideration of such suggestions as may from time to time be tendered by the various Teachers, for Government consideration.

(Signed) J. R. BALLANTYNE.

The only objection to the scheme as it stands at present, is that I think our Historical course might be more systematic and complete. It seems to me that we ought to read some good work on Universal History, Ancient, Middle Ages and Modern.

(Signed) C. BUCH.

### SCHEME OF STUDIES.

#### COMPETITORS FOR JUNIOR SCHOLARSHIPS.

|                            |    |   |
|----------------------------|----|---|
| <i>Prose,</i>              | .. | Prose Reader No. 5, Calcutta School Book Society.   |
| <i>Poetry,</i>             | .. | Poetical ditto No. 3, ditto ditto (Mr. Bethune's Edition.)  |
| <i>Euclid,</i>             | .. | Six Books.  |
| <i>Algebra,</i>            | .. | Up to Simple Equations, inclusive   |
| <i>Arithmetic,</i>         | .. | Generally.  |
| <i>Natural Philosophy,</i> | .. | Mechanics, Hydrostatics, Pneumatics, S. D. U. K.  |
| <i>Geography,</i>          | .. | As sketched in the Geography of Chambers's Course. (Text Book in Algebra, Word by Lu and, or Hind's.) |

#### JUNIOR SCHOLARSHIPS.

(Holders of Junior Scholarships and Competitors for Senior.)

#### FIRST YEAR.

|                    |    |   |
|--------------------|----|---|
| <i>Literature,</i> | .. | { Goldsmith's Traveller, } From Richardson's Se-                                |
|                    |    | { Campbell's Pleasures of Hope, } lections.                                     |
|                    |    | { Goldsmith's Essays. }   |
| <i>History,</i>    | .. | Keightley's England, with corresponding Geography.                              |
|                    | .. | Euclid XI. and XII. Books.  |
|                    | .. | Algebra, Simple and Quadratic Equations, and Arithmetical and Geometric Series. |

#### SECOND YEAR.

|                     |    |  |
|---------------------|----|--|
| <i>Literature,</i>  | .. | { Pope's Essay on Criticism, } From Richardson's           |
|                     |    | { Dryden's Absolon and Achitophel, } Selections.           |
|                     |    | { The Spectator or Addison's Papers. }                     |
| <i>History,</i>     | .. | Keightley's Rome, with corresponding Geography.            |
| <i>Mathematics,</i> | .. | { Plane Trigonometry and Nature and use of Logarithms, and |
|                     |    | { Mensuration of Heights and Distances (Snowball's.)       |
|                     |    | { Algebra, from Quadratic Equations to Annuities certain   |
|                     |    | { inclusive. }   |

## THIRD YEAR.

|                     |      |   |
|---------------------|------|---|
| <i>Literature,</i>  | .. { | Shakespear's Macbeth, from Richardson's Selections.   |
|                     |      | The Spectator, Addison's Papers.                      |
|                     |      | Watts on the Mind.                                    |
| <i>History,</i>     | ..   | Elphinstone's History of India, the first half.       |
| <i>Mathematics,</i> | .. { | Potter's Mechanics, Statics.                          |
|                     |      | Astronomy, Christie's.                                |
|                     |      | Spherical Trigonometry, with Problem, as in Christie. |

## SENIOR SCHOLARSHIP HOLDERS.

## FIRST YEAR.

|                          |      |  |               |
|--------------------------|------|--|---------------|
| <i>Poetry,</i>           | .. { | Milton's Paradise Lost, 1 and 2 Books, } From Richardson's | } Selections. |
|                          |      | Shakspear's Hamlet,  |               |
| <i>Prose,</i>            | ..   | Bacon's Essays, the first half.                            |               |
| <i>Moral Philosophy,</i> | ..   | Smith's Moral Sentiments, the first half.                  |               |
| <i>History,</i>          | ..   | Elphinstone's History of India, to be complete.            |               |
| <i>Natural Theology,</i> | ..   | Paley's.   |               |
| <i>Mathematics,</i>      | .. { | Potter's Mechanics, Dynamics                               |               |
|                          |      | Astronomy, Herschel's Outlines, Part I.                    |               |

## SECOND YEAR.

|                           |      |   |  |
|---------------------------|------|---|--|
| <i>Poetry,</i>            | .. { | Milton's Paradise Lost, 3rd and 4th Books.                  |  |
|                           |      | Shakspear's Othello.  |  |
| <i>Prose,</i>             | ..   | Bacon's Essays, to be completed.                            |  |
| <i>Moral Philosophy,</i>  | ..   | Smith's Moral Sentiments, to be completed.                  |  |
| <i>History,</i>           | ..   | Macaulay's England, Vol. I.                                 |  |
| <i>Political Economy,</i> | ..   | McCulloch's Smith's Wealth of Nations, the first half.      |  |
| <i>Mental Philosophy,</i> | ..   | Stewart's Elements of the Philosophy of the Mind.           |  |
| <i>Mathematics,</i>       | .. { | The Differential and Integral Calculus, the parts necessary |  |
|                           |      | to Elementary Mechanics and Physics.                        |  |
|                           |      | Astronomy, Herschel's, Part II,                             |  |
|                           |      | Webster's Hydrostatics.                                     |  |

## THIRD YEAR.

|                           |      |                                  |                     |
|---------------------------|------|----------------------------------|---------------------|
| <i>Poetry,</i>            | .. { | Milton's Comus,                  | } From Richardson's |
|                           |      | Shakspear's Midsummer Night's    |                     |
|                           |      | Dreams,                          |                     |
| <i>Prose,</i>             | ..   | Bacon's Advancement of Learning. |                     |
| <i>History,</i>           | ..   | Macaulay's England, Vol. II.     |                     |
| <i>Political Economy,</i> | ..   | Complete, the Wealth of Nations. |                     |
| <i>Rhetoric,</i>          | ..   | Whateley's.                      |                     |
| <i>Mathematics,</i>       | .. { | Young's Mechanics.               |                     |
|                           |      | Astronomy, Herschel's, Part III. |                     |

## ALL DIVISIONS.

1. Course of Lectures on Physics, as sketched in the Agra College, Syllabus (Book of Reference, Golding Bird's Natural Philosophy.)

2. Essay Writing.
3. Anglo-Vernacular Exercises.
4. Surveying and Levelling.

(Signed) J. MIDDLETON,

*Principal, Agra College.*

(COPY.)

CIRCULAR No. 117 A. OF 1855.

FROM

WILLIAM MUIR, ESQUIRE,

*Secy. to Govt., N. W. Provinces,*

TO

J. MIDDLETON, ESQUIRE, *Agra.*

J. R. BALLANTYNE, ESQUIRE, *Benares.*

V. TREGEAR, ESQUIRE, *Bareilly.*

J. CARGILL, ESQUIRE, *Delhi.*

C. BUCH, ESQUIRE, Ph. D., *Ajmere.*

LIEUT H F. WADDINGTON, *Saugor.*

*Dated Head Quarters, Jubbulpore, the 16th January 1855.*

GENERAL DEPARTMENT

SIR,

WITH reference to former correspondence regarding the introduction of a uniform course of study in all the Colleges under this Government, I am directed by the Hon'ble the Lieutenant-Governor to intimate, that the consideration of the scheme submitted by the several Principals has been deferred in expectation of the orders of the Supreme Government laying down the principles to be followed in carrying out the views communicated by the Hon'ble the Court of Directors on the subject of Education.

2. As the several Colleges will, however, shortly re-open, the Lieutenant-Governor has been pleased to adopt the scheme of English study proposed by the majority of the Principals for 1855, according to the enclosed Statement, and to direct that no deviation be allowed from it, excepting under the express sanction of the Government.

3. The Oriental Department will be arranged as usual under the orders of the Committee.

4. As your Institution will probably not be equal to the standard here laid down, you will forward as usual a scheme of studies, but as closely approximating to this standard as may be practicable.

5. You will adopt the lower or School standard of this scheme as far as may be practicable under the circumstances of the Saugor School.

I have, &c.,

(Signed) W. MUIR,

*Secy. to Govt., North-Western Provinces.*

*Head-Quarters, Jubbulpore, }  
The 16th January 1855, }*

## APPENDIX D.

## NOTIFICATION.

THE following Prospectus of the College for Civil Engineers at Roorkee is published with the sanction of the Hon'ble the Lieutenant-Governor, North-Western Provinces, in supersession of the Notification by Government, dated 25th November 1847 :—

1. There are three Departments in the College, and in each Department a certain number of stipendiary students, for whom quarters are provided.

2. *First Department.*—Candidates for admission to the First Department must be under the age of 22. They must be well acquainted with the English language, able to read and write it with ease and accuracy, and are required to pass an examination in Arithmetic, Algebra, Geometry, Mensuration, Plane and Spherical Trigonometry, Conic Sections, and Mechanics. Passed candidates will be admitted in the months of January and July of each year.

3. The number of stipendiary students in this Department is limited to eight. They will receive, whilst attached to the College, an allowance of Rupees 40 per mensem and free quarters. Scholars from any of the Government Colleges, properly qualified, may be transferred to this Department, receiving travelling allowance to Roorkee at the established rate; and while there, will receive an increase of one-fourth to their Scholarship allowance, or such increase as will make their stipend to the amount of not less than Rupees 40 per mensem.

4. Their instruction at the College is designed to qualify them for the appointment of Sub-Assistant Civil Engineer, as constituted by the orders of Government, North-Western Provinces, dated 9th October 1845, and generally for employment in connection with engineering works and other departments of scientific labor. Their qualifications for employment will be determined by their success in the reatment of the several subjects brought before them, and by a full examination on the completion of their course of study.

5. *Second Department.*—European Non-Commissioned Officers and Soldiers. They are required previous to admission, to prove by examination their proficiency in Reading and Writing, Arithmetic, as far as Vulgar Fractions, Elementary Geometry, Mensuration and Simple Plan Drawing, and none are admissible without a satisfactory certificate of character. Passed candidates will be nominated about the month of October of each year, and will join the College in the month of January following.

6. When not furnished with carriage at the public expense, they will receive travelling allowance to Roorkee at the rate chargeable for one camel, or one two-bullock hackery per man, travelling ten miles per diem and six days per week; a double allowance being granted to married men.

7. They will be on probation at the College for six months, during which time they will receive their regimental pay and allowance, and the same advantages as with their corps, or the established equivalent in money. If approved at the end



of this period, they will then receive the staff allowance of an Assistant Overseer in the Department of Public Works, and remain under instruction at the College till the close of the annual term in the month of December, when, if their conduct continues to be satisfactory, they will be drafted off to their appointed duties according to the requirements of the Public Service. During the time they remain at Roorkee they will be under the command of the Officer who fills the post of Principal of the College.

8. The number of students in this Department has been raised to fifteen.

9. *Third Department.*—Native students, in number twenty-four, to whom instruction is conveyed through the medium of their own language. Admissions will take place twice yearly, in the months of January and July.

10. In this Department will be two divisions.

11. *Senior Division.*—To consist of eight students, who must have acquired, previous to admission, a good knowledge of Arithmetic, Geometry to the extent of six books of Euclid, Mensuration, Algebra to Quadratic Equations, use of Logarithms, and the Elements of Plane Trigonometry. These will receive, whilst attached to the College, an allowance of Rupees 10 per mensem and free quarters.

12. *Junior Division.*—The lowest attainments qualifying for admission to the Junior Division will be, as heretofore, a fair acquaintance with Arithmetic, as far as Vulgar and Decimal Fractions, and an ability to read and write Oordoo in the Persian character correctly and clearly. The number of stipendiary students in this division is sixteen who receive a monthly allowance of Rupees 5 and free quarters.

13. Any student of this division may, being found qualified, be transferred to the Senior Division, provided the prescribed number of the latter be not thereby exceeded.

14. The practical instruction of students of this department in both divisions is regulated with a view to their employment as Surveyors, Draftsmen, Assistants in Public Works, &c., according to their several abilities.

15. Properly qualified candidates coming to Roorkee, and supporting themselves there at their own cost, are admissible to all the departments, so far as means may be available for their instruction. Should the number of such applicants, hereafter, become numerous, moderate fees will be demanded for admission to the benefits of the Institution. Instruction will continue for the present to be gratuitous and no payments will be demanded without previous notice of one year.

16. A limited number of European students of this class can be provided with apartments at Roorkee for the use of which a moderate monthly rent will be charged. Particulars can be learned by application to the Principal.

17. Annual Examinations will be held in the month of December, when the students will be classed according to their proficiency, and prizes will be awarded to the most successful.

(Signed) J. THORNTON,

Secy. to Govt. North-Western Provinces.

## APPENDIX E, a.

*Extracts Paras. 49 to 59, Despatch dated July 1854, of the Hon'ble the Court of Directors.*

49. NOR is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognize an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilization, but also in remoter Districts, for the means of obtaining a better Education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching, with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of Educational Institutions.

50. At the same time, in so far as the noble exertions of Societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilized races, such as those found in Assam, in the Cossya, Garrow, and Rajmahal Hills, and in various Districts of Central and Southern India, (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition,) have been accompanied, in their Educational Establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that Education which it is our object to promote.

51. The consideration of the impossibility of Government doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion, that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India and of other benevolent persons.

52. We have, therefore, resolved to adopt in India the system of Grants in Aid which has been carried out in this country with very great success, and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of Education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of Grants in Aid, which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the Schools assisted. Aid will be given (so far as the requirements of each particular District, as compared with others, and the funds at the disposal of Government may render it possible) to all Schools which impart a good secular Education, provided that they are under adequate local management (by the term "local

management," we understand one or more persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the School, and be answerable for its permanence for some given time;) and provided also, that their managers consent that the Schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such Grants.

54. It has been found by experience, in this and in other countries, that not only is an entirely gratuitous Education valued far less by those who receive it, than one for which some payment, however small, is made, but that the payment induces a more regular attendance, and greater exertion, on the part of the pupils; and, for this reason, as well as because School fees themselves, insignificant as they may be in each individual instance, will, in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that Grants in Aid shall, as a general principle, be made to such Schools only (with the exception of Normal Schools) as require some fee, however small, from their scholars.

55. Careful consideration will be required in framing rules for the administration of the Grants, and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here, namely, to appropriate the Grants to specific objects, and not (except, perhaps, in the case of Normal Schools) to apply them in the form of simple contributions in aid of the general expenses of a School. The augmentation of the salaries of the head Teachers, and the supply of junior Teachers, will probably be found in India, as with us, to be the most important objects to which the Grants can ordinarily be appropriated. The foundation, or assistance towards erecting, or repairing, a School, or the provision of an adequate supply of School-books, may be required; but the appropriation of the Grant in each particular circumstances of each School and District.

56. The amount, and continuance, of the assistance given will depend upon the periodical Reports of Inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections, no notice whatsoever should be taken by them of the religious doctrines which may be taught in any School, and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to Grants in Aid. They should also assist in the establishment of Schools, by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to Grants in Aid to your discretion, aided by the Educational Departments of the different Presidencies. In carrying into effect our views, which apply alike to all Schools and Institutions, Anglo-Vernacular or Vernacular, it is of the greatest importance that the conditions under which Schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government Notifications should be drawn up and promulgated in the different Vernacular languages. It may be advisable distinctly to assert in them the principle of

perfect religious neutrality on which the Grants will be awarded, and care should be taken to avoid holding out expectations which, from any cause, may be liable to disappointment.

58. There will be little difficulty in the application of this system of Grants in Aid to the higher order of places of instruction in India in which English is at present the medium of Education.

59. Grants in Aid will also at once give assistance to all such Anglo-Vernacular and Vernacular Schools as impart a good elementary Education, but we fear that the number of this class of Schools is at present inconsiderable, and that such as are in existence require great improvement.

## APPENDIX E, b.

*Regulations to govern the appropriation of the sum to be expended in Grants in Aid in the Provinces under the Government of Agra.*

I. ALL Schools in which sound secular instruction is imparted are eligible to receive a Grant in Aid, on the fulfilment of certain conditions, (which are hereafter specified,) and so far as local requirements and disposable funds will allow.

II. The managers of Schools desirous of assistance from Government shall send up a written application to Government, through the Director of Public Instruction, in which application the funds contributed by private persons or bodies towards the maintenance of the School shall be exactly stated.

III. Applicants shall satisfy the Government that the following conditions are fulfilled :—

*First.*—That the School is under local adequate management.

*Second.*—That schooling fees are paid by at least two-thirds of the boys attending the School, those exempted from payment being, *bond fide*, in indigent circumstances.

*Third.*—That sufficient School accommodation is provided, excepting in the case of an application made expressly for a Building Grant.

*Fourth.*—That the expenditure assigned for the maintenance of the School, from funds contributed by private persons or bodies, is not below the average amount expended for that purpose during the past three years.

*Fifth.*—That the maintenance of the School is assured by a statement, on the part of those charged with its management, that it is their full and sincere belief and expectation that the School shall be so kept up for a further period of at least three years.

*Sixth.*—That the amount of the Grant for which the application is made does not exceed the expenditure of the School, defrayed by contributions from private persons and bodies.

*Seventh.*—That the Grant shall be devoted to one or more special objects, and that in the event of its being devoted to more than one object, the amount of aid solicited towards the furtherance of each be distinctly mentioned.

*Eighth.*—That the School assisted shall be open to inspection on the part of the Educational Officers of Government.

IV. The special objects, for the fulfilment of which Government will, as far as local requirements and disposable funds may allow, lend their ready aid, are the following :—

(a.)—Augmentation of the salary of a Principal, or Head Master, or Professor.

(b.)—Payment of the salary, or salaries of a junior Teacher, or Teachers.

(c.)—Foundation of Scholarships and Pupil Teacherships.

(d.)—Gratuitous supply of school-books, maps, and apparatus.

(e.)—Supply, at half price, of school-books issued under the authority of Government.

(f.)—Erection or enlargement or repair of school-houses.

V. Where an application is made for a Building Grant (whether for the erection, or enlargement, or repair of a School-house) the managers of the School shall satisfy Government that the School-house will be erected, or is situated, in a healthy and favorable locality.

VI. The management of the School assisted shall be vested *solely* in the private persons, or bodies, by whom it is supported.

VII. The Teachers whose salaries are paid in part, or wholly by Government, shall be entirely subordinate to the managers, or conductors of the School, and shall in no way be regarded as Government servants. The managers of the School will take care that they bear a good moral character. The Inspector will satisfy Government that they are competent, of which fact the examination of their classes will enable the Inspector to judge.

VIII. The managers of Schools shall admit the Government Director or Inspector, who will report on the condition of the School as a secular Institution, but shall make no attempt at exercising a general supervision over its internal economy. The following instructions, issued to the Inspectors of Schools under their authority by the Committee of Council on Education in Great Britain in August 1840, are hereby adopted by the Government of Agra for the guidance of the Educational Inspectors employed under their orders, and are published for general information :—

“In superintending the application of the Parliamentary Grant for public Education in Great Britain, my Lords have in view the management of local efforts, for the improvement and extension of elementary Education, whether made by local association or by private individuals. The employment of Inspectors is therefore intended to advance this object, by affording to the promoters of Schools an opportunity of ascertaining, at the periodical visits of inspection, what improvements in the apparatus and internal arrangements of Schools in School managements and discipline, and in the methods of teaching, have been sanctioned by the most extensive experience.

The inspections of Schools, aided by public Grants, is in this respect a means of co-operation between the Government and the Committees and Superintendents of Schools, by which information respecting all remarkable improvements may be diffused whenever it is sought, you will therefore be careful, at visits of inspection, to communicate with the parochial clergyman (or other minister of religion

connected with the School and with the School Committee, or in the absence of a School Committee, with the chief promoters of the School, and will explain to them, that one main object of your visit is to afford them your assistance in all efforts for improvements in which they may desire your aid ; but that you are in no respect to interfere with the instruction, management, or discipline of the School, or to press upon them any suggestions which they may be disinclined to receive.

A clear and comprehensive view of these main duties of your Office is at all times important, but when a system of inspection of Schools, aided by public Grants, is for the first time brought into operation, it is of the utmost consequence. You should bear in mind that this inspection is not intended as a means of exercising control, but of affording assistance ; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement ; and that its chief objects will not be attained without the co-operation of the School Committees, the Inspector having no power to interfere, and not being instructed to offer any advice or information, excepting where it is invited."

IX. The amount and continuance of Government Aid shall depend on the reports of the Government Inspectors.

X. Applications for Grants in Aid for the coming year, embodying the information required by Rule II., and stating the fulfilment of the conditions laid down in Rule III., shall be forwarded to the Office of the Director of Public Instruction by the 1st October.

## APPENDIX E. c.

### NOTIFICATION.

*Head-Quarters, General Department, 10th September 1855.*

No 1824 A.

THE following Provisional Rules for Grants in Aid of Education, in the North-Western Provinces of the Presidency of Bengal, are issued with reference to instructions from the Government of India, dated 17th August 1855, No. 1026 :—

1. The Local Government, at its discretion, and upon such conditions as may seem fit in each case, (reference being had to the requirements of each District as compared with others, and to the funds at the disposal of Government,) will grant aid in money, books, or otherwise, to any School in which a good secular education is given through the medium either of English or the Vernacular tongue, to males or females, or both, and which is under adequate local management.

2. In respect of any such School for which application for aid is made, full information must be supplied on the following points :—

1st.—The pecuniary resources, permanent and temporary, on which the School depends for support.

2nd.—The average annual expenditure in the School.

3rd.—The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the School.

4th.—The persons responsible for the management and permanence of the School, and the time for which they will continue to be responsible.

5th.—The nature and course of instruction imparted.

6th.—The number, names and salaries of the Masters and Mistresses, and subjects taught by each.

7th.—The books in use in the several classes of the School.

8th.—The nature and amount of aid sought, and the purpose to which it is to be supplied.

3. Any School to which aid may be given shall be at all times open to inspection and examination, together with all its records, which may be required to show the course and method of teaching observed in it, by any Officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular Education.

4. The Government will not in any manner interfere with the actual management of a School thus aided, but will seek upon the frequent reports of its Inspectors to judge from results, whether a good secular Education is practically imparted, or not, and it will withdraw its aid from any School which may be for any considerable period unfavorably reported upon in this respect.

5. In giving Grants in Aid the Government will observe the following general principles. Grants in Aid will be given to those Schools only (with the exception of Normal Schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects according to the peculiar wants of each School and District.

6. No Grant will, in any case, exceed in amount the sum expended on the Institution from private sources, and the Government will always endeavor so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of Education.

7. It is to be distinctly understood that Grants in Aid will be awarded only in the principle of perfect religious neutrality, and that no preference will be given to any School, on the ground that any particular religious doctrines are taught, or not taught therein.

By order of the Hon'ble the Lieutenant-Governor, North-Western Provinces,

(Signed) W. MUIR,

Secy. to Govt., North Western Provinces.



No. 67 A. of 1855.

FROM

WILLIAM MUIR, ESQUIRE,

*Secretary to Government, North-Western Provinces,*

TO

H. S. REID, ESQUIRE,

*Visitor General of Schools, North-Western Provinces.*

*Dated Head-Quarters, Agra, the 9th February 1854.*

GENERAL DEPARTMENT.

SIR,

I AM directed to acknowledge the receipt of your letter No. 559, with Report attached, under date the 13th ultimo, and your subsequent Memorandum dated the 18th ultimo, on the compilation of a series of Vernacular School-books.

2. His Honor has read these Reports and proposals with extreme interest, and highly approves the attention which you have given to the subject. He will be prepared to sanction, or to recommend, every expense that may be requisite to secure the completion of a well-selected, comprehensive, and carefully adapted and translated series of works, suited for the whole range of instruction to be given in the class of Tehseelee Schools.

3. It is a special gratification to find, that you have at command the services of qualified coadjutors in the compilation of such books, who have received a sound Anglo-Vernacular instruction in Literature and Science in the Government College at Agra.

4. His Honor approves generally of the plans on which you have hitherto proceeded. In the commencement of the system of improved Vernacular Education, such works were prepared as were most urgently needed, or could be most immediately procured, and much that is valuable has been accomplished. The time has now come, when you should enlarge and perfect your scheme, and the proposals which you have submitted in the two Reports here acknowledged are an important advance towards that end.

5. The choice which you have made\* of works to be first commenced upon is considered judicious, and the rates of remuneration recommended in your Report of the 18th ultimo are moderate and fair, and have His Honor's sanction.

6. The Lieutenant-Governor would only suggest, that to the fourth part of the "Readings in Biography," you should prefix a brief notice of the most eminent

---

\*1st.—"Selections from Readings in Biography" to be translated into Oordoo by Moonshee Sudasookh Lall, in six months, for Rupees 200

2nd.—Tomlinson's "Recreations in Astronomy," to be adopted and prepared in Hindoo by Pundit Koonj Beharee Lall, in four months, for Rupees 150.

3rd.—Treatise on "Heat" (published by the Religious Tract Society,) to be translated into Oordoo by Moonshee Buldeo Buxah, Zillah School Visitor, at leisure hours, for Rupees 100

4th.—"Manual of Universal History" to be compiled, and prepared (in Oordoo as is understood) by your-



authors and philosophers of antiquity, so as to show the eras at which they lived, and the subjects and general character of their works; and that you should add to the third part an abridged notice of the life of the Duke of Wellington, and to the fourth a notice of the life of Watts.

7. You are requested to report when Pundit Baboo Deva's work on general Geography may be expected to be completed and published, and to state if any measure can be adopted by the Government with the view to expedite it. You are authorized to communicate with Mr. Hughes, in order to ascertain whether he is willing, and upon what terms, to undertake the compilation of an enlarged and accurate Geography of India.

8. The Lieutenant-Governor would specially suggest that, as soon as you may have leisure for the purpose, you should compile also an outline sketch of the progress of discoveries in Geography and in Practical Science and Art, which have added from time to time to our knowledge of the Globe, to the diffusion of civilized populations, and to the gradual improvement and present abundance of mechanical appliances for the use and convenience of life. A treatise of this kind may be expected to be exceedingly useful in gratifying the rational interest and curiosity of the more advanced pupils in the Zillah Schools and in increasing the desire of knowledge.

9. Every encouragement will continue to be given to the well-edited newspapers, which are published under your support in Oordoo and Hindee. You will supervise the course of these publications with a constant care, so as to include in them current notices of all important and authentic facts of general intelligence, and of remarkable inventions, discoveries, or experiments, and to shut out from them all objectionable or unprofitable matter.

10. The limit of the mathematical instructions and publications in your Department ought, the Lieutenant-Governor conceives, to be such as will well qualify the students of the Zillah Schools for admission into the College at Roorkee. The higher mathematical instruction for which some of them will have a peculiar fitness may be given at that Institution, or in the Government Anglo-Vernacular Colleges.

11. Twelve or more specimen proof-sheets of the several translations, which have been authorized by this letter, should be forwarded, as soon as you are satisfied with them, to this Office, for such final examination and suggestions as His Honor may think necessary.

12. It will be best to confine your efforts, for the present, to the works which have been now authorized. They will be sufficient to engross your attention for the whole of the coming season, during which you will not be occupied in your tours of inspection. His Honor will be prepared hereafter to receive your further recommendation, and also, on his own part, to suggest other works to be added for the intended series.

13. On the subject of class-books in the Persian Schools, full instructions have been given to you in my letter No. 67 B., of this date, replying to the proposals in your Report No. 638, of the 25th ultimo.

You are requested to state whether the works which have been already printed and published, as enumerated in your Report of the 16th ultimo, are used in Tehseelee or other Schools under your superintendence in any regulated order, or whether this is left for the present to the discretion of the different School-masters or superior divisional Teachers and Inspectors.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secy. to Govt., North-Western Provinces.

Head-Quarters, Nynée Tal, }  
The 9th February 1854. }

No. 423.A. OF 1855.

AGRA, GENERAL DEPARTMENT,

The 16th March 1855.

RESOLUTION.

READ a letter from the Curator of Government Books, dated the 23rd February, No. 251, on the mode of charging the salary of the Book Mohurirs, and the commission on the sale of books.

Read also a Memorandum on the same subject by the Director of Public Instruction, dated the 8th instant.

1st.—The Lieutenant-Governor is of opinion, that the Book-shops, with the exception of the Central Depot at Agra, should be transferred, from the charge of the Curator, to that of the Director of Public Instruction, and is accordingly pleased to direct the following arrangements, to have effect from the 1st May following.

2nd.—From that date the stock in the various subordinate Depôts, and all stock subsequently supplied to them, will be struck off by the Curator from his accounts, and will be, for the present, under the exclusive control, and to the debit, of the Director of Public Instruction.

3rd.—The Zillah Visitors will be relieved from the charge of the Books and Book-shops; but will perform such duties of inspection and report in regard to them as may, from time to time, be desired by the Director.

4th.—Instead of there being a Mohurir, in any District, separate from the shop book-seller, there shall be, in every District where a shop is established, one Mohurir, both for keeping the General Book Account of the District, and for the care and management of the City shop. He will receive a fixed salary of Rupees 12 per mensem, besides a commission of 10 per cent. on all his own direct sales. This commission will not extend to any sales which may be made through the agency of the Zillah Visitors, who will, as at present, receive a commission of 10 per cent. on the sales made by them.

5th.—The Mohurir can employ, at his own charge, an Assistant, as he may find necessary.

( 122 )  
The Agra Book-shops 15 per mensem at present sanctioned for the maintenance of City shops, and the keeping of the District Book Accounts, Rupees 6 will still remain disposable for miscellaneous expenses.

7th.—The Agra Book-shops will come under the above Rules, the Curator being responsible only for the Central Depot under his immediate charge.

8th.—The Director will be vested with authority to pass all bills for salary and commission at the above rates on his own signature, upon which the bills, within the limits specified, will be passed by the Civil Auditor.

9th.—The net surplus will be credited in the Book Account.

10th.—Such books as the Zillah Visitors take for prizes, distribution, or sale, from the City store, will be debited in that account to the Educational Department.

11th.—The Director will be authorized to raise the sale-price of the Government publications, at his discretion, to a sum not exceeding the cost-price by more than 25 to 50 per cent. according to the demand, and the amount of charge, for the several classes of Books. This moderately enhanced price may, it is hoped, reimburse the Government for the expense of the above arrangements.

12th.—At the close of April 1856, the Director of Public Instruction will submit a Report upon the financial result of his operations, under the Rules now prescribed; and he will, at the close of each six months, furnish, till further orders, an analysed statement of the sales effected, and of the Books found to be in the greatest demand at the different shops, with any remarks or suggestions which the results may call for. The first Report will be rendered for the six months, from January 1st to July 1st of the present year.

#### ORDER.

Ordered, that a copy of this Resolution be forwarded for information and guidance to the Director of Public Instruction, the Curator of Government Books, the Accountant, and the Civil Auditor.

W. MUIR,

Secretary to Government, North Western Provinces.







